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ABSTRACT

Summarized in this report is the effect parent participation in the Family Education Program at Intermediate School (I.S.) 55 in New York had on student achievement in the school during 1975-1977. Results of the first year of the program, 1974-75, indicated a relationship between parent participation and improved student achievement in mathematics and reading levels. In the 1975-77 program, however, there was no meaningful difference in the achievement levels of those students whose parents did participate as compared to those whose parents did not. This finding is attributed to the small number of students for whom pre and post test scores were available and the small number of students whose parents participated in the workshops and parent events. Nonetheless, there were benefits, which included a decrease in serious disciplinary problems, the development of a vehicle for the participation of parents, teachers and students in the decision making process, and the establishment of specific instructional goals and objectives. Appendices include tables of data collected, listings of parent attendance at workshops or events for 1975-76 and 1976-77, outlines of events, samples of forms, letters and publicity used in the Family Education Program, a parents' association monthly newsletter, and records of the National Advisory Council on the Education of Disadvantaged Children visit to the Family Education Program. (Author/EB)

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ED169138

THE BEDFORD STUYVESANT RESTORATION CORPORATION

THE FAMILY EDUCATION PROGRAM AT INTERMEDIATE SCHOOL 55

A REPORT TO THE SALGO-NOREN FOUNDATION ON THE OPERATION AND RESULTS OF THE FAMILY EDUCATION PROGRAM SEPTEMBER, 1975, THROUGH JUNE, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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I. THE ORIGINAL GOAL: TO DEMONSTRATE A POSITIVE RELATIONSHIP BETWEEN PARENT PARTICIPATION IN SCHOOL ACTIVITIES AND IMPROVED STUDENT ACADEMIC PERFORMANCE.

SUMMARY OF RESULTS OVER A THREE-YEAR PERIOD

The Family Education Program is a demonstration and action program incorporating parent education with an on-site existing teacher training program to raise achievement levels of intermediate school students at I.S. 55 in Bedford Stuyvesant. The ultimate objective is, by example and performance, to encourage the spread of this technique throughout the urban school system.

In a previous report submitted September 30, 1975, we stated that during the 1974-75 school year, the first year of the program's operation, we compared the achievement levels of the fifth and sixth grade children whose parents did participate in the parent programs of the Family Education Program with the achievement levels of the children whose parents did not participate. In most cases, the mean improvement of children whose parents participated averaged .1 to .4* more in reading and math scores than the children of non-participating parents. (See Table 1.) We concluded that this degree of improvement supported the hypothesis that there is a positive relationship between parent participation and student academic performance.

During the second academic year of the program we resolved to involve more parents on a more regular basis in the scheduled workshops and parent events. In accomplishing more parent involvement, we believed we would establish our hypothesis, namely, that there is a positive relationship between parent involvement and student academic performance.

During the 1975-76 school year, the second academic year of the program, we compared the achievement levels of fifth, sixth and seventh grade children whose parents did participate in the parent programs of the Family Education Program with the achievement levels of the children whose parents did not participate. We found there was no meaningful difference in the achievement levels of those students whose parents did participate as compared to those students whose parents did not participate.** The failure

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* A .1 to .4 average improvement in reading and math scores is roughly equivalent to "averaging a one to four month gain in reading, or math skills" as measured by the testing device, in this case the Metropolitan Achievement Test.

** See Table 2.

to realize higher achievement levels among that portion of the student body whose parents participated in the Family Education Program was attributed to (1) the small number of students (196 out of 605 students) for whom we have both a pre- and post-test score (there is a 65% annual turnover in the student body) and (2) the small number of students whose parents participated in the various workshops and parent events on a regular basis--this despite extraordinary efforts at recruitment.

At the end of the 1975-76 school year (the second year of the program) we attempted to follow whatever number of I.S. 55 students we could over a two year period, that is, testing our hypothesis by following the same students over the first two years of the program. We had some data on 209 students, but again the number of students with both pre- and post-tests was too small to be conclusive. As Table 3 indicates, the weighted averages of children whose parents participated was in five out of six instances, .1 to .3 greater in reading and math scores than the children of non-participating parents. We concluded that this degree of improvement, like the favorable results of the first year of the program, supported the hypothesis that there is a positive relationship between parent participation and student academic performance. However, the positive data was merely supportive of the hypothesis, not at all conclusive.

Though the Family Education Program had originally been funded for two years of operation, at the end of the second year there were still funds available for program operation at a more modest level. We received permission from the Foundation to continue the program during a third year. Though the workshop program was maintained, no funds were expended to stimulate parent participation, and the total number of parents participating did not increase. Therefore without any marked increase in numbers of parents participating on a regular basis, we felt there was no point in testing our original hypothesis by expensive computer processing, as we had done during the first two years. In order to give substantial support to our hypothesis we needed a larger sample, that is, a substantial increase in students having both pre- and post-tests, and a substantial increase in the number of parents participating, neither of which was achieved in the third year.

At the end of the third program year, the 1976-77 academic year, we once again attempted to follow whatever number of I.S. 55 students we could over a three year period, that is, testing our hypothesis over the first three years of the program by following the same group of students over a three year period. As Table 4 indicates we had some data on 106 subjects, but again the number of students with both pre- and post-test scores, and the number of students whose parents participated was negligible--too negligible

to make any kind of meaningful statement. The 65% annual pupil turnover proved to be too much. In addition, the principal noted that the environment around the school was so bad that he continued to lose his best students who moved away with their aggressive and mobile parents.

Nevertheless, though we didn't obtain enough data to demonstrate our original hypothesis--that there is a positive relationship between parent participation and student academic performance, we did demonstrate some surprising and some not so surprising relationships; we did learn much about how to improve public education; and we did demonstrate the need for a more sophisticated method of reaching the goal we originally set for ourselves.

II. WHAT WE LEARNED AS A RESULT OF THE THREE YEAR STUDY.

Even though we never got a nucleus of 40-50 parents to keep coming back to our monthly workshops, we did get a steady group of twelve. These parents came to I.S. 55 at least on a weekly basis. Mrs. Graydon, the original parent coordinator, was in the school every day. Two or three women came at least every other day, and the rest came once or twice a week. They came to sew or have a cup of coffee and socialize in the newly established parent room (located just to the right of the school's entranceway); they came to see how their children were doing; they came to check on teacher absenteeism; they came to examine the sanitary conditions in the cafeteria; they came to plan a parent event, a workshop, or a Title I Program (specially federally funded programs for the economically and academically "disadvantaged"). They kept coming, those twelve, and as they went about their business, they and the school were changing. Their day to day "parent presence," which had not existed at I.S. 55 before the Family Education Program began, had a positive effect on the quality of education at the school.

Teacher absenteeism lessened (the principal began the practice of posting the names of absent teachers) and parents let the teachers know of their displeasure, especially when the pattern of absence indicated sick days before and after weekends and holidays.

The halls became quieter and more orderly. Parents reported to the principal if corriders weren't being patrolled, and delinquent teachers or administrators were reprimanded.

The principal's office became a calmer and more business-like place because the nearby parent room acted as the receiving room for visiting parents. Instead of storming directly into the principal's office, irate or disgruntled parents would have a cup of coffee and calm down during a friendly chat with parents from the core group, before going to see the principal. More and more parents began to

feel welcome at the school, and this encouraged more parent visits which in turn supported the positive trend in the tone of the school.

A determined number of core-group parents supported the principal in the tedious and complex quasi-judicial process of ridding the school of two incompetent teachers. Without constant parent back-up, the principal is convinced that the two teachers' transfers would not have been accomplished.

A school cake sale, March 17, 1976, netted over $50.00 for the school. This successful event would never have happened the year before this small parent group was formed.

The parents had a fried chicken luncheon for the I.S. 55 teachers and administrators the day before Spring Recess, April 14, 1976. Faculty and staff were surprised and delighted. The tone of the school picked up noticeably after the vacation period.

Graduation had always been the exclusive province of one assistant principal. In the Spring of '76, it was planned by a parent participating committee of 17, including some of the core-group of twelve.

We learned that though it might take a group of 40 to 50 parents coming regularly to workshops to demonstrate a positive relationship between improved student academic performance and parent participation, a small group of ten to twelve parents, coming regularly and participating in the life of the school, could make a dramatic change in the educational environment of the school.

The parents were changing too. Mrs. Graydon, for example, the parent coordinator who had been modest about her own abilities and somewhat retiring, gradually emerged as the woman of great strength that she is. She was chosen the leader of the twelve (PTA president) three years in a row; she visited homes, ran cake and candy sales, spoke up at meetings, disagreed with the principal when she felt she had to, started a parent newsletter (Appendix 4), spoke up for I.S. 55 at the school district offices, and made an appointment to see the head of personnel of the New York City Board of Education about an incompetent teacher, and led a group of outraged parents to his downtown office.

The principal, Percy Jenkins, was changing too. He had been at the school since its birth in the Ocean Hill-Brownsville crisis of 1968. Over the years he had seen the school enrollment drop from 2100 to 950 as the neighborhood around the school burned and crumbled. He stayed on despite the fires, both outside the school and inside. (In March 1977, the furniture in his own office was reduced to ashes by student vandals.) Percy Jenkins remained de-

spite the teachers' strikes and budget cutbacks. (He experienced a turnover of almost half his teachers in the fall of 1976.) He stayed on despite the alleged corruption at the district office and in the local school board. He kept his unshakable faith that children who teach themselves to walk and to talk can learn other less complicated skills such as reading and math--if placed in the proper learning environment. He held on despite the fact that there was a 65% turnover in a student body, 80 to 90% of which was always on public assistance. He did not let these facts and events crush him; characteristically, he sought ways to probe more deeply into the problems of urban education.

The need for more parent involvement in the urban schools had originally emerged from the Bedford Stuyvesant Restoration Corporation's extensive study of urban education which he had co-authored in 1972. He was not satisfied until the Family Education Program was funded at I.S. 55. Now as he reflected on his experience in implementing the program, he decided to equip himself better and to sharpen his analytical powers even further. He enrolled in a doctoral program at the University of Massachusetts, and is presently writing his doctoral thesis on the parental role in education.

The Family Education Program and Mr. Jenkins' recent educational studies are interwoven and reinforcing. It was through doctoral research and the gradual unfolding of the experience of the parent group at I.S. 55 that he realized that our original approach to parent involvement, as it relates to student achievement, was conceptually too simplistic. We had simply equated parent involvement with parent attendance--a purely quantitative measure.

There are at least four levels of parent involvement: (1) the occasional visit to school, (2) the parent as host at a meeting or parent event, (3) parent participation in developing a workshop or curriculum, (4) parent participation in the decision-making process of the school. In relating parent involvement to student achievement, these and other possible gradations or levels of parent involvement must be taken into consideration and accounted for.

Moreover, the effectiveness of parent participation is not accurately measured on a one-parent to one-child basis, as we originally structured our program. We learned at I.S. 55 that one parent's presence can affect a class or a larger group of students. Take for example the case of one parent who confronts a class teacher on curriculum content, or the parent who questions an administrator on the disorder in the cafeteria.

So too with the measure of student achievement. A standard or typical reading or math test is not the only gauge of student achievement or growth. Ways must be found to measure student development in self-confidence, self-assertiveness, attitude, motivation,

behavior, creative ability and capability for independent study.

In other words the interaction between parent and child in the educational environment is not simply measured quantitatively by parent attendance at workshops or parent events. The whole process of parent involvement must also be studied qualitatively and phenomenologically. In a future study, we must ask ourselves, what is the process of parent involvement, and how does it affect the individual child's and other children's self concept, personality, attitude, motivation and academic performance?

The Family Education Program at I.S. 55 is now in its fourth year. It is no longer funded by the Salgo-Noren Foundation. It is being supported by the parents themselves. The little group of ten to twelve has grown to 25-30 regularly participating parents. This larger group has come to six workshops thus far during the 1977-78 academic year. The next scheduled workshop will be devoted to: "How parents can help children develop a positive self-image." The parents during the 1977-78 academic year have contributed over $500 to the general school fund. Mr. Jenkins smiles and says, "Three years ago, we couldn't get a dollar from them."

The grant from the Salgo-Noren Foundation has not resulted in the demonstration of an original narrow hypothesis: that increased (quantitative) parental involvement in school workshops and parent events will have a direct bearing on greater improvement in student reading and math scores. However, the Family Education Program at I.S. 55 has demonstrated that parent involvement makes a difference --parent participation can raise the quality of education at the school. The Family Education Program has made positive changes in the school, its principal, its parents, its students and some of its teachers. It has helped a school-community to reflect on itself, and reach a new threshold of understanding about the positive relationship of parent participation and educational development.

III. SUMMARY STATEMENT OF THE PRINCIPAL OF I.S. 55, PERCY W. JENKINS.

SUMMARY

The purpose of our study was to determine what effect a parent education program linked to the school's staff development program would have on student achievement.

The experiment has been very valuable in the sense that it was heuristic in nature, raising many important questions. In addition, it provided insights into the dynamics of parent involvement within the school and permitted us to develop a parent education curriculum which grew out of positive parent responses to the many and varied approaches we used in our workshops.

The original decision to use a quantitative statistical measurement was inadequate to ascertain the total effect of parent involvement on student achievement. In this connection, our observation established the fact that the dynamics of the situation were such that one parent's participation had an influence on the total school environment and, therefore, affected numbers of students instead of a single sibling or a single set of siblings. For example, a total group of active parents - 30 to 35 - established among teachers and supervisors a recognition of the need to improve their teaching. One can, therefore, see that when teachers have a felt need to improve their approaches to teaching, the effect on the learning environment is positive and widespread. Another specific example is the calming effect that one parent's daily presence in the school had on her own child. This resulted in several other

children who were in fact following his lead in disruptive behavior, calming down and, therefore, one can conclude that this one parent's presence in the school had an affect on 10 to 15 students.

The results of this study showed that the effort did produce: (1) an increase in the number of parents participating in the educational process, (2) an increase in the number of students on grade level in reading, (3) a decrease in serious disciplinary problems, (4) the development of a vehicle (charette) for the participation of parents, teachers and students in the decision-making process, (5) the emergence of the criteria and the skill to enable parents to assess the quality of instruction in the basic skill areas, and (6) the establishment of specific instructional goals and objectives.

The decision to use as a criterion for the evaluation of the original hypothesis, the gain in the achievement scores of children based on the attendance of their parents at workshops, proved to be an inadequate measure of the total effect of parental involvement on the school. For example, the evaluation failed to take into account the following: (1) many working parents were unable to attend meetings regularly; however as a result of their first contact with the Family Education Program, they did maintain close contact with the school and the progress of their children; (2) the effect of increased parent presence in the school had a positive influence on the school tone; (3) the Family Education Program contributed to the increased awareness of teachers and

administrators of their need to improve their teaching.

Further in-depth study is needed and the approach to evaluation should be broadened to include the effect of parental participation on improved school tone, increased teacher awareness, and the betterment of student and parent self-concepts.

IV. FINANCIAL STATEMENT

Funding for the Family Education Program at I.S. 55 was initiated in March, 1974, and the last funding installment was received in July, 1976. A total of $20,248 was transmitted to the Bedford Stuyvesant Restoration Corporation by the Salgo-Noren Foundation to support the Family Education Program. This funding supported the program for three years and three months. The Family Education Program continues today, without foundation support.

A report on the operation and results of the Family Educatior Program at I.S. 55 covering the first fifteen months, March, 1974, through June, 1975, was submitted to the Salgo-Noren Foundation on September 30, 1975. The financial statement covered March, 1974, through August, 1975, and indicated a carry-over of unexpended income of $2,110.88.

The Financial Statement of the second two years of the Family Education Program follows, reporting on the expenditures and income during two academic years at I.S. 55, from September, 1975, through June, 1977. There is a carry-over of unexpended income of $760.48 which will be used to publicize and extend the concept of Family Education which has been developed at I.S. 55.

Submitted by,

Charles Palms

Charles Palms
Bedford Stuyvesant Restoration Corporation

FAMILY EDUCATION PROGRAM

FINANCIAL STATEMENT

EXPENDITURES	1975-76 9/75 thru 6/76	1976-77 9/76 thru 6/77	Total Column 1 & Column 2
Stipend for Parent Coordinator	$2,030.00	$2,100.00	$4,130.00
Stipend for Home Visits	980.00		980.00
Teacher Stipends/Awards	150.00		150.00
Student Awards for Academic Progress	341.50	99.75	441.25
Class Awards for Parent Recruitment	80.00		80.00
Education Materials for Workshops & Parent Events	107.57	90.73	198.30
Refreshments for Workshops & Parent Events	87.03		87.03
Bus Transportation	281.01	65.00	346.01
MAT Testing Materials	267.35		267.35
Office Space Rental (including Equipment and Utilities)	270.00*	270.00*	540.00
Office Supplies	137.69	144.00*	281.69
Postage	567.88	576.00*	1,143.88
Telephone	135.00*	135.00*	270.00
Computer Processing	252.60		252.60
Miscellaneous	461.62		461.62
TOTAL	$6,149.25	$3,480.48	$9,629.73
INCOME			
Board of Education *(In-kind services provided by I.S. 55)	$ 405.00	$1,125.00	$1,530.00
Foundation Support	3,374.67	3,374.66	6,749.33
Carry-over of 1974-75 Foundation Grant	2,110.88		2,110.88
TOTAL	$5,890.55	$4,499.66	$10,390.21
Unexpended Income	($258.70)	$1,019.18	$760.48

TABLE 1
MEAN CHANGE IN TEST SCORES*
OCTOBER, 1974 - JUNE, 1975
RELATED TO FAMILY PARTICIPATION

PARTICIPATION		READING (TOTAL) LABS #	LABS Mean chg.	FIFTH #	FIFTH Mean chg.	SIXTH #	SIXTH Mean chg.	TOTAL #	TOTAL Mean chg.	% of Total # Part.	MATH (TOTAL) LABS #	LABS Mean chg.	FIFTH #	FIFTH Mean chg.	SIXTH #	SIXTH Mean chg.	TOTAL #	TOTAL Mean chg.	% of total # partcipt.
Family Nite: Yes		5	.9	10	1.0	27	.8	42	.9	20	5	.9	8	2.1	29	1.2	42	1.3	20
No		46	.6	20	.9	100	.9	166	.8	80	47	1.0	25	1.7	93	1.2	165	1.2	80
Difference			.3		.1		-.1		.1			-.1		.4		0		.1	
Workshops																			
1st sem. by	9	0		1	.9	0		1	.9		0		1	2.1	0		1	2.1	
total # of	4	1	.7	0		1	1.5	2	1.1		1	1.0	1	2.3	1	2.3	3	1.9	
times atten-	3	0		1	2.4	4	.7	5	1.0	20	0		1	3.2	4	1.2	5	1.6	21
ded	2	1	.2	3	0	4	1.6	8	.8		1	-1.1	3	1.3	4	.8	8	.7	
	1	2	-.1	7	1.2	17	.8	26	.9		2	1.3	6	1.8	18	1.1	26	1.3	
Weighted average of par-																			
ticipants			1.8		1.0		.9		.9					1.9		1.1		1.3	
	0	47	.7	18	.8	101	.9	166	.8	80		1.0		1.8		1.2		1.2	79
Difference			1.1		.2		0		.1					.1		-.1		.1	
Workshops	3	0		1	.9	0		1	.9		0		1	2.1	0		1	2.1	
2nd sem.	2	0		0		1	.2	1	.2	11	0		0		1	.5	1	.5	11
	1	1	.7	6	1.3	13	1.0	20	1.1		1	.1	5	2.2	15	1.5	21	1.6	
weighted aver. of participants					1.2		.9		1.0					2.2		1.4		1.6	
	0	50	.7	23	.8	113	.9	186	.8	89	51	1.0	27	1.7	106	1.1	184	1.2	89
Difference					.4		0		.2					.5		.3		.4	
Parent Events	3	0		2	.9	1	1.0	3	.9		0		2	2.0	1	2.4	3	2.1	
2nd sem.	2	3	.8	4	1.9	11	.8	18	1.0	41	3	.6	4	2.1	14	1.3	21	1.3	41
	1	10	.8	13	.5	41	1.0	64	.9		10	1.0	12	1.9	38	1.3	60	1.4	
weighted aver. of participants			.8		.8		1.0		.9			.9		2.0		1.3		1.4	
	0	38	.6	11	1.0	74	.8	123	.8	59	39	1.0	15	1.6	69	1.1	123	1.1	59
Difference			.2		-.2		.2		.1			-.1		.4		.2		.3	

15

* Metropolitan Achievement Test

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TABLE 2
MEAN CHANGE IN TEST SCORES*
OCTOBER, 1975 - JUNE, 1976
RELATED TO FAMILY PARTICIPATION

NO. OF STUDENTS HAVING BOTH PRE & POST TEST SCORES:	READING VERBAL TEST: 194	COMPREHENSION TEST: 193	TOTAL READING TEST: 196	MATH TOTAL MATH TEST: 146
Mean change in test scores of (above) students.	.5	.7	.6	.9
Missing Cases:	411	412	409	459
TOTAL SUBJECTS:	605	605	605	605

	No. Of Contacts, Events	Mean Chg. Verbal Score	No. Of Students	% Of Students Participating	Mean Chg. Compre. Score	No. Of Students	% Of Students Participating	Mean Chg. Total Reading Score	No. Of Students	% Of Students Participating	Mean Chg. Total Math Score	No. Of Students	% Of Students Participating
PARENT-TEACHER CONTACTS	0	.8	22	11	.5	22	11	.6	22	11	.9	2	1
	1	.6	57	29	.7	55	28	.5	56	29	1.0	45	31
	2	.5	33	17	.5	33	17	.5	33	17	1.0	25	17
	3	.4	31	16	.9	31	16	.7	34	17	1.0	22	15
	4	.1	20	10	.3	20	10	.3	20	10	.9	20	14
	5-12	.6	31	16	.8	32	17	.8	31	16	.8	32	22
TOTALS			194	100		193	100		196	100		146	100
PARENT EVENTS	0	.7	108	56	.7	109	56	.7	109	56	1.0	75	51
	1	.4	63	32	.6	63	32	.5	64	33	.9	50	34
	2	.3	19	10	.5	17	9	.3	19	10	.7	16	11
	3-5	.7	3	2	1.2	4	2	.8	4	2	1.0	5	3
TOTALS			193	100		193	100		196	100		146	100
PARENT WORKSHOPS	0	.5	165	85	.7	166	85	.6	168	86	.9	120	82
	1	.5	23	12	.7	23	12	.5	23	12	1.0	22	15
	2-5	.7	5	3	.6	4	3	.4	5	3	1.2	4	3
TOTALS			193	100		193	100		196	100		146	100
FAMILY NIGHTS	0	.5	163	84	.6	162	84	.6	163	83	1.0	113	77
	1	.7	31	16	.9	31	16	.8	33	17	.9	33	23
TOTALS			194	100		193	100		196	100		146	100
TOTAL PARENT EVENTS	0	.6	90	46	.7	90	46	.7	89	45	1.0	57	39
	1	.4	55	28	.6	56	29	.5	58	30	.9	43	29
	2	.7	29	15	.7	29	15	.7	30	15	1.0	27	18
	3	.5	10	5	.7	10	5	.4	10	5	.7	9	6
	4-13	.3	10	5	.8	8	4	.4	9	5	.8	10	7
TOTALS			194	100		193	100		196	100		146	100
WEIGHTED AVERAGE OF MEAN CHANGE OF STUDENTS HAVING PARENT PARTICIPATING IN TOTAL PARENT EVENTS		.5			.7			.5			.9		

*Metropolitan Achievement Test

TABLE 3

MEAN CHANGE IN TEST SCORES OF 209 FIFTH, SIXTH, AND SEVENTH GRADE STUDENTS HAVING PRE-AND/OR POST-TEST SCORES FOLLOWED OVER A TWO-YEAR PERIOD 1974-1976

	READING															MATH			
	METROPOLITAN ACHIEVEMENT TEST (MAT) ADMINISTERED OCTOBER 1974 AND JUNE 1976								STANFORD ACHIEVEMENT TEST (SAT) ADMINISTERED APRIL 1975 AND APRIL 1976							MAT 10/74+6/76		SAT 1/75+4/76	
NO. OF STUDENTS HAVING BOTH PRE & POST TEST SCORES	VERBAL TEST			COMPREHENSION TEST		TOTAL READING TEST			COMPREHENSION TEST		WORD STUDY TEST		TOTAL READING TEST			TOTAL MATH TEST		TOTAL MATH TEST	
	86			86		87			161		159		161			112		145	
MEAN CHANGE IN TEST SCORES OF STUDENTS WITH BOTH PRE AND POST TESTS	1.3			1.4		1.4			.3		-.2		.1			1.0		.8	
MISSING CASES	123			123		122			48		50		48			97		64	
TOTAL SUBJECTS FOLLOWED TWO YEARS	209			209		209			209		209		209			209		209	
	No. Of Events	Mean Chg. Of Verbal Score	No. Of Students	Mean Chg. Compre. Score	No. Of Students	Mean Chg. Total Reading Score	No. Of Students	% Of Students Participating	Mean Chg. Compre. Score	No. Of Students	Mean Chg. Word Study Score	No. Of Students	Mean Chg. Total Reading Score	No. Of Students	% Of Student Participating	Mean Chg. Total Math Score	No. Of Students	Mean Chg. Total Math Score	No. Of Students
FAMILY NIGHTS	0	1.2	63	1.5	63	1.4	64	74	.2	116	-.3	114	.0	116	72	1.8	75	.8	99
	1-2	1.5	23	1.3	23	1.3	23	26	.6	45	.2	45	.4	45	28	1.7	37	.9	46
TOTALS			86		86		87	100		161		159		161	100		112		145
PARENT WORK-SHOPS	0	1.2	57	1.4	57	1.4	59	68	.4	102	-.3	101	.0	102	63	1.8	73	.7	94
	1	1.4	17	1.4	17	1.5	16	18	.3	33	.0	33	.2	33	20	1.9	22	1.0	26
	2-17	1.3	12	1.6	12	1.3	12	14	.2	26	.2	25	.3	26	16	2.0	17	.9	25
TOTALS			86		86		87	100		161		159		161	100		112		145
PARENT EVENTS	0	1.1	43	1.4	43	1.3	44	51	.3	81	-.5	80	0	81	50	1.8	52	.7	70
	1	1.6	22	1.4	22	1.5	22	25	.1	37	.2	37	.1	37	23	2.0	26	.8	32
	2	1.2	12	1.4	13	1.2	13	15	.4	25	.2	24	.3	25	16	1.7	20	.8	25
	3-8	1.6	9	1.9	8	1.7	8	9	.7	18	.1	18	.4	18	11	2.4	14	1.2	18
TOTALS			86		86		87	100		161		159		161	100		112		145
TOTAL EVENTS	0	1.0	26	1.3	26	1.2	28	32	.3	51	-.8	51	-.2	51	32	1.5	33	.6	47
	1	1.5	23	1.5	23	1.6	22	25	.1	41	.0	40	.1	41	25	2.4	25	.7	31
	2	1.5	14	1.6	14	1.6	14	16	.4	22	.3	22	.3	22	14	1.7	18	.9	21
	3	1.1	6	1.8	6	1.5	6	7	.6	12	.2	12	.3	12	7	1.9	12	1.0	12
	4	1.6	8	1.1	8	1.4	8	9	1.0	13	.7	13	.9	13	8	2.0	10	1.4	12
	5-29	1.5	9	1.6	9	1.2	9	10	.1	22	-.2	21	.1	22	14	2.1	14	.8	22
TOTALS			86		86		87	100		161		159		161	100		112		145
WEIGHTED AVERAGE OF MEAN CHANGE OF STUDENTS HAVING PARENT PARTICIPATION IN TOTAL EVENTS		1.4		1.5		1.5			.3		.1		.3			2.1		.9	

TABLE 4

MEAN CHANGE IN TEST SCORES OF 106 I.S. 55 STUDENTS HAVING PRE- AND POST-TEST SCORES FOLLOWED OVER A THREE-YEAR PERIOD 1975 - 1977 AND RELATED TO FAMILY PARTICIPATION

NUMBER OF CASES	NUMBER OF PARENT EVENTS PARTICIPATED IN	MEAN CHANGE IN READING TEST * SCORE OVER THREE YEARS
30	0	1.0
28	1	1.1
16	2	1.0
6	3	1.2
7	4	1.3
4	5	.8
3	6	1.8
1	7	0
2	9	1.6
1	10	5.3+
1	11	.4
2	13	1.6
1	14	.6
4	15+	1.2
106 Total		

Test Score used: Standford Achievement Test
(Reading Comprehension)

APPENDIX 1

1975 - 76

ATTENDANCE AT PARENT WORKSHOPS

OR EVENTS

DATE	WORKSHOP OR EVENT	ATTENDANCE						
		LABS	5th GRADE	6th GRADE	7th GRADE	OTHER STUDENTS	TOTAL STUDENTS	TOTAL PARENTS
10/15/75	Workshop and PTA	3	4	7	14	11	39	30
11/6/75	PTA	8	1	4	10	26	49	47
11/20/75	Open School Night	5	8	24	26	36	99	78
11/24/75	Open School Day	1	3	9	12	9	34	33
12/10/75	Math Workshop		1	5	9	1	16	10
	Totals:First Semester	17	17	49	71	83	237	198
1/28/76	Game Night	23	13	53	41	12	142	114
2/[illegible]/76	PTA							5
2/26/76	Parent Workshop	10	3	10	11	3	37	27
3/18/76	Open School Day	5	6	6	11	11	39	30
3/22/76	Open School Night	3	3	7	6	9	28	25
3/30/76	Parent Workshop	3		5	5	4	17	15
4/28/76	Parent Workshop		1	3	8	4	16	12
5/20/76	PTA	1		6	4	32	43	40
6/3/76	Family Night	7	16	29	14	31	97	91
6/24/76	PTA		2	2	11	5	20	20
	Total:Second Semester	52	44	121	111	111	439	379
	Totals:1975-76	69	61	170	182	194	676	577

15 Events

Principal Method of Parent Recruitment: Prize to class with most parent participation.
Home visits by paid home visitors.
Total: 140 Home visits

Though a total of 577 parents attended during the 1975-76 school year, this represented 213 families.
Of the 196 children with both pre- and post- total reading scores, we determined that 55% of the parents participated in one or more events. But of those parents who participated, 54% participated in one event, 28% in two events, 9% in three events and 8% in 4 to 13 events. (See Table 2.)

FAMILY EDUCATION PROGRAM

P.T.A. & PARENT WORKSHOP

October 15, 1975

OBJECT: To interest parents in Educational philosophy of I.S.55 and to get parent participation in workshops and parent action to improve education at I.S.55.

CONTENT:

1. Remarks by Mr. Jenkins, Principal, on how to improve education at I.S.55 despite cutbacks and faculty turnover.

2. Remarks by Mrs. Graydon, Parent Coordinator, and Mr. Palms, Project Coordinator, reinforcing Mr. Jenkins.

3. P.T.A. elections.

4. Parent recruitment for Title I Advisory Committee at I.S.55.

5. Suggestions from parents on content of future workshops: math.

FAMILY EDUCATION PROGRAM

PTA MEETING

November 6, 1975

OBJECT: To advise parents of children in all grades on specialized courses in high school.

CONTENT: Guidance counselors consulted with parents individually on secondary education opportunities.

FAMILY EDUCATION PROGRAM
OPEN SCHOOL NIGHT

NOVEMBER 20, 1975

6:30 p.m. - 9:30 p.m.

OBJECT: To have parents (especially working parents) visit school and meet with teachers informally at the beginning of the school year to check on the progress of their children and to establish a parent-teacher working relationship.

CONTENT: All teachers present. Reception areas set up on the first floor of the school to facilitate meetings; light refreshments in the parent room; Puerto Rican Discovery Day Program (music, dancing, acting) by the bi-lingual students in the Auditorium.

FAMILY EDUCATION PROGRAM

OPEN SCHOOL DAY
NOVEMBER 24, 1975

1:00 p.m. - 3:00 p.m.

OBJECT: To have parents visit school and meet with teachers informally at the beginning of the school year to check on the progress of their children and to establish a parent-teacher working relationship.

CONTENT: All teachers present. Parents meet with teachers in actual classroom settings.

FAMILY EDUCATION PROGRAM

MATH WORKSHOP AND PARENT SEMINAR

December 10, 1975

7:30 p.m. - 9:30 p.m.

OBJECT: To inform parents about the math program at I.S.55 and to help them develop criteria for judging effective education when they visit classrooms.

CONTENT:

1. Principal leads parents in discussion of what they expect when visiting a class.

2. Math teacher passes out Pupil Profile to parents, listing the numerous skills their children are expected to master. She tells the parents how the skills are mastered, how the date of mastery is recorded, and how to make teachers accountable.

3. Principal gets one hour commitment from parents in order to visit their child's classroom.

NOTES ON THE 12/10/75 MEETING

Principal Percy Jenkins' questions and comments:

What do we expect when we visit a class?
(Mr. Welsh: Not like when were in school, rows of desks, obedient children listening to the teacher).

Children organized in groups, teachers & paras working individually with the children.

Noiseless? No, static, but learning environment. Children learn from each other. Atmosphere without tension.

Homework? Yes, and parent participation necessary. Teachers should give clearer examples and encourage parent feedback.

Beware of questions that deal only with memory. Classes ought to be like a think tank, answering: how? what? why?

Order in classroom? Evidence of children's work; evidence of teacher's care -- but "lived in".

"Make a one hour commitment to come visit the classroom. You are as good a judge as I am of many things in the classroom. Just go in and say 'hello' to the teacher. Ask to look at the pupil profile sheet. Your visit will make a difference. You will make the teachers and principal accountable. (Today there were 180 kids in the library; Wednesdays are heaviest in absences because of revised schedule which makes Wednesday the heaviest duty day for teachers.)"

FAMILY EDUCATION PROGRAM

GAME NIGHT

JANUARY 28, 1976

OBJECT: To give the parents the experience of the games, activities and materials used in their childrens' classrooms, so that the parents are able to see that the game experience can be both a learning one and an enjoyable one. Learning can be fun.

CONTENT: Teacher-prepared reading, math and social science games participated in by parents, teachers and students of fifth through eighth grades and lab classes.

Teacher-prepared reading games included the following:

- Vocabulary Bingo
- Spin a Syllable
- Word Poker
- Diced Words
- The Money Game -- matching words with their definitions
- Sentence Spice -- putting parts of a sentence together
- Speed Read Way
- Sound Bingo
- Crazy Man -- pairing words with definitions, the loser being "Crazy Man"

Teacher-prepared math games included the following:

- Fraction Action
- Crazy Arrow (multiplication)
- Times-Tables Checkers
- Concentration -- percents, fractions, decimals
- Fraction Rummy
- Whiz Powers (powers)
- Alpha-Geo (geometry)
- Yard or Meter? (measuring)
- Lucky Thirteen Thousand -- multiplication and division
- Fraction 55
- Monopoly Math
- How Many of the X Game? (tables)

FORMAT: At least 75 games were set up in the gym. Parents and children strolled from game to game and were urged to participate with their children. Each student who won three games or more (some won over 12) got a special prize. The class that had the most parents in attendance received $20 for a party. There was a door prize drawing for parents in the auditorium.

While the parents were gathered for the door prize drawing, Mr. Jenkins, the principal, spoke with the parents on:

(1) The educational value of the games.

(2) The importance of parents' visits to the school and gave an open invitation to parents to visit the school at any time.

(3) A plea: "Realize your power as parents to uplift education quality"

(4) A promise: "We will help you to be judges of education quality".

(5) Future workshops; questions and suggestions.

FAMILY EDUCATION PROGRAM

PARENT WORKSHOP

FEBRUARY 26, 1976

OBJECT: To give parents criteria for judging effective education.

CONTENT: Musical presentation followed by workshop discussion.

1. Musical presentations:

a) To math classes sing the "tables". "In the tables you get mixed up...sing a song and get it fixed up."

b) Bicentennial selections
"Quo Vadis"
"When I Look in the Mirror"
"Why Talk About Freedom"

2. Workshop:

The principal spoke at length about the importance of parent participation. "The real difference in the success equation is you...Translate your love for your child into the classroom."

Mrs. Dukes was cited as an example of parent power.

Criteria of effective education: "It's not whether he's a 'nice boy', but whether in reading he understands the main idea and in math he knows his tables, etc."

Student profile sheets were demonstrated and handed out to parents. These sheets list a skill or objective, how the student did or did not demonstrate the skill in September, and the date when the skill was mastered. Parents were urged to visit the class and ask to be shown the profile on their children.

The principal concluded: "You as a parent can make the student and teacher accountable on these skills by visiting the class, asking for the profile, and checking it out...without you, we can't do it; you make it go."

FAMILY EDUCATION PROGRAM

OPEN SCHOOL

DAY: MARCH 18, 1976
NIGHT: MARCH 22, 1976

OBJECT: To invite parents to visit the school and meet with teachers unformally for a second time during the school year to check on the progress of their children and strengthen the working relationship between parent and teacher.

CONTENT: All teachers present. Reception area set up on the first floor to facilitate meetings. Fifth, sixth grade and lab teachers have student profiles to present to parents.

FAMILY EDUCATION PROGRAM

PARENT WORKSHOP

MARCH 30, 1976

OBJECT:

1. To translate parental desires for their children into action in the classroom;

2. To build student confidence in their abilities;

3. To devise ways for parents, teachers and students to work together to improve the quality of education at I.S.55.

CONTENT:

Parents and children gather in semi-circle in library with principal, workshop leader and teachers and discuss:

1. The importance of positive and negative feelings, which are non-moral; morality is important with respect to conduct and action.

2. How family, classroom conflicts can be resolved.

3. Conduct should not be based upon rigid authority, but self-motivated on the basis of the rationality of action as seen in a value context.

4. Making I.S.55 a "human" place is as important as reading and math scores.

FAMILY EDUCATION PROGRAM

PARENT WORKSHOP

April 28, 1976

OBJECT:

1. To translate parental desires for their children into action in the classroom;

2. To build student confidence in their abilities (self-concept);

3. To devise ways for parents, teachers and students to work together to improve the quality of education at I.S.55.

CONTENT: Parents and children gather in semi-circle in parent room with principal, acting as workshop leader, and converse in a family type discussion:

1. Fighting put-down racist attitudes: "What can we do to counteract subliminal racism in the school?" How can we bring teachers to a level of awareness where they perceive their racism so that they act differently? Racism must be dispelled so that children can think positively about themselves.

2. What positive things can parents do to build up their children's self-concept? They need to read other than the Daily News. They need to dispell the biblically rooted myth that black is evil (Ham); they need to understand the beauty and rich cultural heritage that is Africa; they need to tell their children that they really think they're great (rewards); they need to develop the art of listening to what their children are saying; they need to let the children have some measure of power, i.e., to have input into family decisions; they need to discipline and give positive reinforcement. (And all of these elements must be part of the classroom, too.)

3. The importance of parent input in the school can't be stressed enough. Their love and concern must be translated into the classroom.

NOTE: Mrs. Graydon played a leading role, articulating parent concerns and reactions.

FAMILY EDUCATION PROGRAM

FAMILY NIGHT

JUNE 3, 1976

OBJECT: To celebrate and strengthen parent involvement at I.S.55.

CONTENT:

1. Glee Club performs "America Quo Vadis?"
2. Film: "Black History: Lost, Stolen & Strayed"
3. Bi-cultural Commemoration Of Our Bicentennial "Calypso"
4. Poetry reading
5. Fashion Show
6. "Kawimba" Songs in Swahili
7. Dances from Haiti, Africa, Puerto Rico and Trinidad
8. Educational Exhibits:
   a. Social Studies
   b. History
   c. Science and Math
   d. Consumer Education

APPENDIX 2

1976 - 77

ATTENDANCE AT PARENT WORKSHOPS

OR EVENTS

DATE	WORKSHOP OR EVENT	ATTENDANCE STUDENTS	TOTALS PARENTS
10/5/76	PTA	4	7
10/19/76	Worry Workshop	9	10
11/16/76	Open School Afternoon	78	71
11/16/76	Worry Workshop	38	30
11/23/76	Open School Night	42	33
12/14/76	Worry Workshop	10	8
	Totals:First Semester	181	159
2/8/77	Parent Workshop	8	7
3/8/77	Parent Workshop	22	17
3/9/77	Open School Afternoon	40	38
3/14/77	Parent Advisory Council	N.A.	11
3/15/77	Open School Evening	40	34
3/21/77	Parent Advisory Council	N.A.	10
3/28/77	Parent Advisory Council	N.A.	10
3/28/77	School Board Candidates Night	34	46
4/18/77	Parent Advisory Council	N.A.	12
4/19/77	Game Night	53	57
5/2/77	Parent Advisory Council	N.A.	11
5/16/77	Parent Advisory Council	N.A.	6
5/17/77	PTA Workshop	6	4
5/23/77	Parent Advisory Council	N.A.	8
6/6/77	Parent Advisory Council	N.A.	7
	Totals:Second Semester	203	278
	Totals:1976 - 77	384	437

21 Events

Principal method of Parent Recruitment: Monthly newsletter initiated voluntarily by Parents.

FAMILY EDUCATION PROGRAM
WORRY WORKSHOP
OCTOBER 19, 1976

OBJECT: To interest parents in educational philosophy of I.S. 55 and to get parent participation in workshops and to encourage more parent visits to school during school hours --all for the purpose of improving education at I.S. 55

CONTENT:

1. Welcome by Principal Percy Jenkins and discussion of I.S. 55 philosophy

2. Discussion of pressing worries in the school
   a) newly formed eighth grade class and school district enforced transfer of students from I.S. 55

   b) new custodian schedules and cleaning problems

3. Types of workshops to be held during the year.

4. Exposition of testing materials used in the school.

5. Discussion of Swine Flu Vaccine and distribution of literature.

6. Appeal for more parent visitation to the school and starting up of typing class.

FAMILY EDUCATION PROGRAM

OPEN SCHOOL DAY
November 16, 1976

1:00p.m. - 3:00 p.m.

OBJECT: To have parents visit school and meet with teachers informally at the beginning of the school year to check on the progress of their children and to establish a parent-teacher working relationship.

CONTENT: All teachers present. Parents meet with teachers in actual classroom settings.

FAMILY EDUCATION PROGRAM
WORRY WORKSHOP
Nov. 16, 1976

OBJECT: To interest parents in educational philosophy of I.S. 55 and to get a group of 50 parents to commit themselves to six workshops--all for the purpose of improving education at I.S. 55

CONTENT:

1. Welcome by Principal Percy Jenkins and discussion of I.S. 55 philosophy

2. Discussion of pressing worries in the school:
   a) special high school opportunties available for I.S. 55 students;
   b) interpretation of current promotional requirements

3. Parent registration for afternoon typing and sewing classes

4. Principal's plea for parent commitment to workshops and tie-in between parent participation in the school and the improvement of education quality in the school.

FAMILY EDUCATION PROGRAM
OPEN SCHOOL NIGHT
November 23, 1976

6:30p.m.-9:30p.m.

OBJECT: To have parents (expecially working parents) visit school and meet with teachers informally at the beginning of the school year, to get an idea of the goals and teaching methods of I.S. 55, and to establish a working relationship between parent and teacher.

CONTENT: All teachers present. Reception areas set up on the first floor; light refreshments served in the parent room. To break up the evening, a brief play presented in the auditorium.

FAMILY EDUCATION PROGRAM
WORRY WORKSHOP
DECEMBER 14, 1976

TOPIC: To interest parents in the educational philosophy of I.S. 55 and to get parent participation in workshops and to encourage more parent visits to school during school hours--all for the purpose of improving education at I.S. 55.

CONTENT:

1. Welcome by Principal Percy Jenkins and discussion of I.S. 55 education philosophy

2. Discussion of pressing issues at the school

3. Demonstration of some aspects of the math program at I.S. 55

4. Appeal for more parent participation and visitation of the school

FAMILY EDUCATION PROGRAM
READING IMPROVEMENT WORKSHOP
FEBRUARY 8, 1977

OBJECT: To interest parents in the education philosophy of I.S. 55, with special emphasis on the school's approach to reading

CONTENT:

1. Examples of the types of reading that students are expected to do, distinguishing between simple decoding and reading for understanding.

2. Explanation of reading testing and how it can be unfair.

3. Ways in which parents can work with their sons and daughters at home to improve reading, especially by reading games.

4. Reading materials and reading lists distributed to parents.

5. Appeal for more parent participation/ visitation of the school.

FAMILY EDUCATION PROGRAM
PARENT WORKSHOP
MARCH 8, 1977

OBJECT: To interest parents in the educational philosophy of I.S.55, stressing the importance of parent involvement in the school.

CONTENT:

1. The fire in the principal's office over the weekend of February 26-27, did an estimated $70,000 worth of damage to the first floor of the school.

2. The action of the four I.S. 55 students who committed this crime is but a symptom of deeper problems. These troubled youth should not have been registered in I.S. 55; they should have been programmed for a special education program apart from the other students. None exists in District 23.

3. Mr. Jenkins charges the parents: "I can't go further without you, the parents". Parents are needed to unite and demand a special education program for District 23.

4. Steps outlined for future action:
   a. All parents present asked to join the Parent's Advisory Council

   b. Parent Advisory Council to meet 3-14-77 to take action

5. Concluding remarks by Mr. Jenkins, principal:
   "The only investment that most of you working parents can leave to your children is to see to it that they have a sound and sufficient education. Please join me in this effort."

FAMILY EDUCATION PROGRAM
OPEN SCHOOL AFTERNOON
MARCH 9, 197[illegible]

OBJECT: To have parents visit the school and meet with teachers to check on the progress of their children.

CONTENT: All teachers present. Parents meet with teachers in actual classroom settings.

FAMILY EDUCATION PROGRAM
PARENT ADVISORY COUNCIL MEETING
MARCH 14, 1977

OBJECT: To implement parent involvement as a followup of the Parent Workshop 3/8/77

CONTENT:

1. Visitation of classes
2. Lunchroom problems
3. Graduation plans
4. Promotional requirements
5. New supper program proposal for I.S. 55 with recreational component.
6. 1977-78 Title I proposal with I.S. 55 parent input and design.
7. Building cleanliness, and security. Building safety requires a new roof (not patching).
8. March workshop to see if school board candidates measure up to I.S. 55 philosophy

FAMILY EDUCATION PROGRAM
OPEN SCHOOL EVENING
MARCH 15, 1977

OBJECT: To have parents (expecially working parents) visit school and meet with teachers to get an idea of what progress their children are making. The last push before the April reading test and graduation.

CONTENT: All teachers present. Reception area set up on first floor, light refreshments served in parent room. Parents visit with teachers in reception area or in classroom.

FAMILY EDUCATION PROGRAM
PARENT ADVISORY COUNCIL MEETING
MARCH 21, 1977

OBJECT: To followup on items raised at March 14, 1977 meeting.

CONTENT:

1. Principal suggests letters on
   a. Supper program proposal
   b. Title I proposal
   c. Repairs and maintenance (roof)
   d. Building security

2. School Board Candidates night set for 3/28/77, announcement through Newsletter.

3. Game Night set for 4/19/77

4. Class visitation held and evidence of some inferior teachers discussed.

5. Next advisory council meeting 3/28/77.

FAMILY EDUCATION PROGRAM

CANDIDATES NIGHT (FOR FORTHCOMING COMMUNITY SCHOOL BOARD ELECTIONS)

March 28, 1977

Object: To present School Board 23 candidates to the parents of I.S 55. Each candidate was to speak on what he/she waould do to help implement the philosophy and academic program at I.S. 55.

Content: Candidates and parents met informally in the school library. Each candidate spoke for 5-10 minutes and was questioned by the assembled parents.

- MEMORANDUM -

FAMILY EDUCATION PROGRAM

GAME NIGHT

==========

April 19, 1977

OBJECT: To give parents the experience of the games activities and materials used in their childrens' classrooms, so that the parents can see that the games experience can be both a learning one and an enjoyable one. Learning can be fun.

CONTENTS: Teachers-prepared reading, math and social science games participated in by parents, teachers and students, including:

Dice-O-Fraction
Fraction Checkers
Crazy Arrow (multiplication)
Cross Multiplication
Whiz Power (powers)
Sunup; Sundown (division and multiplication)
Back of the Bug (division)
Traffic Travel (division remainders)
Alphageo (geometry skills)
Concentration (percents, decimals)
Rule-O-Matic (metric system)
Chip Trading
Nimble Numble
African Chess

Bust Your Word (syllables)
Hunting Words
Vocabulary Bingo
Diced Words

FORMAT: The games were setup in the gym. Parents and children strolled from game to game and were urged to participate with children. Each student who won three or more games got a prize at the end of the evening.

APPENDIX 3

SAMPLE OF FORMS, LETTERS AND PUBLICITY USED IN THE FAMILY EDUCATION PROGRAM, I.S. 55

SEPTEMBER 1975

INTERMEDIATE SCHOOL 55
2021 BERGEN STREET
BROOKLYN, NEW YORK 11233

MR. PERCY W. JENKINS
PRINCIPAL

Dear Parents:

I am looking forward to another year of cooperation between parents and the school. I am most concerned about our effort to strengthen our reading program. Over the past two years, I have been asking parents to listen to their children read for 20 minutes each evening and to discuss what they have read with them. I am asking your support in continuing this program, it has made a difference.

On some occasions teachers may give assignments other than reading, but I emphasize that each student in the school should have a homework in language arts. each night.

If you have any questions, please contact me at 346-6250.

Sincerely yours,

Percy W. Jenkins

Mr. Percy W. Jenkins,
Principal

Intermediate School 55
2021 Bergen Street
Brooklyn, New York 11233

Mr. Percy W. Jenkins
Principal

October 2, 1975

Dear Parents,

The new school year has begun. We welcome you to our first P.T.A. meeting of the new school year 1975-76.

The meeting will be held Wednesday evening, October 15, 1975 at 7:30 p.m. It is necessary that you attend and actively participate in all meetings and activities involving your child's education.

Therefore I encourage you to find out the facts, ask questions, and do whatever you feel is necessary to improve the conditions which exist in our school.

Our agenda will include the following:

I. Election of the following officers

   a. Vice-President
   b. 2nd Vice-President
   c. Secretary
   d. Treasurer

II. School Letter

III. Title I Report--Ms. Washington

Sincerely yours,

Lillian Graydon

A32

Lillian Graydon, P.T.A. President

Intermediate School 55
Brooklyn, New York 11233

Percy W. Jenkins
Principal

TO: All STAFF

FROM: C. Richardson, P. T. A. Liason

DATE: October 10, 1975

RE: P. T. A. Meeting and Workshop Oct. 15, 1975, 7:30 p.m.

We will hold our first P. T. A. Meeting & Workshop Wednesday evening, October 15, 1975 at 7:30 p.m. We sincerely invite you to attend and participate in all meetings and activities of the P. T. A. Included on the agenda will be a performance by the Special Glee Club.

A P.T.A. notice, calendar and membership dues invelope have been mailed to each home. Other notices are available for those parents who have not received them.

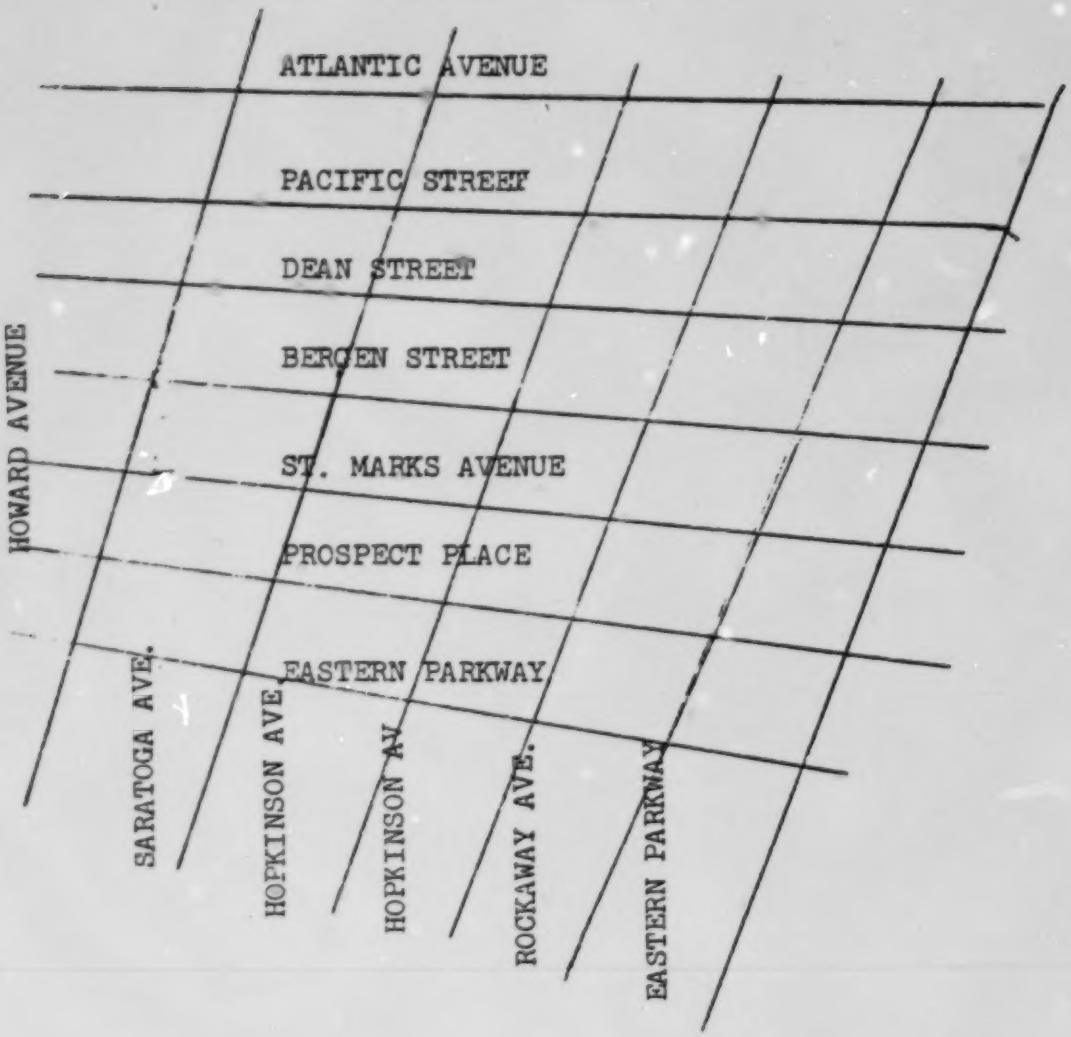
Intermediate School 55
2021 Bergen Street, Bklyn, NY 11233

Percy W. Jenkins
Principal

PARENT'S HANDBOOK

for

Parent-Teacher Conferences



November 1975

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I.S. 55 Brooklyn
2021 Bergen St.

Percy W. Jenkins
Principal

MESSAGE FROM THE PRINCIPAL

Dear Parents:

Welcome to our school!

I should like you to know that I hope this visit will be just one of the many more to come. You, as parents, are always welcome to our school.

I would like to take this opportunity to report to you that we have made considerable progress towards solving our problems in both reading and math. In fact, our problem now is the implementation of the successful methods which we have discovered.

Of course, the success of any program is almost entirely dependent upon teachers and parents working hand in hand. In this respect, I am delighted that you came.

Hope to see you on a more regular basis!

Sincerely,

Percy W. Jenkins
Principal

ADMINISTRATION

Mr. Percy W. Jenkins, Principal

Mr. Robert Ferlauto, Assistant Principal

Mr. Eugene E. Harris, Assistant Principal

Mr. Alex Englese, Pupil Personnel Services

Mr. Arthur Levell, Dean

Mr. Delton Stanford, Pupil Personnel Services

GUIDANCE

Dr. Kermit Calmenson, Guidance Counselor, 8th Graders in Lab classes.

Ms. Rose English, Grade Advisor, 8B2,8B3,8R3, Bilingual

Mr. Paul Godles, Grade Advisor, 8R1,8R2,8B4,8G1,8G2, 8G3,8B1

Teacher Room Assignments
Parent-Teacher Conference - November 20, 1975

Room 140
Ms. Boone
Mr. Tulman
Mr. Kaplan
Ms. [illegible]erson
Ms. [illegible]
Ms. [illegible]
Mr. Bonnemere
Ms. Wadkins
Ms. McManus
Mr. Lawrence
Mr. Comer
Mr. Strager
Ms. Griggs
Ms. Clark
Ms. Garrett

Room 138
Mr. Ornstein
Mr. Ikpeama
Ms. White(Carter)
Ms. Miller
Mr. July
Mr. Kelly
Ms. Fletcher
Mr. Fowler
Mr. Reis
Mr. Morgan
Ms. Bourne
Ms. Ross
Mr. Jackson
Mr. Isenberg
Ms. Theesfeld
Ms. Mandelkorn
Ms. Lee
Ms. Dyer
Mr. Jackson
Ms. Ferguson

Library
Ms. Gear
Ms. Mettler
Mr. Berman
Ms. Bailey
Mr. Zolondek
Ms. Devonish
Ms. Downing
Ms. Collinson
Ms. Ermish
Ms. Schmidt
Ms. Scott
Mr. Frankel
Ms. Fass
Ms. Cornish
Mr. Markman
Mr. Miller
Mr. J. Vega
Mr. F. Vega
Ms. Arana
Ms. Charles

Room 125
Mr. Levell
Mr. Stanford
Mr. Englese

Guidance Workshop
Dr. Calmenson
Ms. English
Mr. Godles

I.S. 55
2021 Bergen Street

Mr. Percy W. Jenkins
Principal

Jan. 13, 1976

Dear Parents:

There will be a combined Workshop meeting & PTA meeting and Game Night on January 28, 1976, Wednesday at 7PM - 9PM

All games are created by the teachers and children of IS 55.

Children will win prizes.

There will be door prizes for parents.

Class prize for class with most parents attending.

Refreshments will be served.

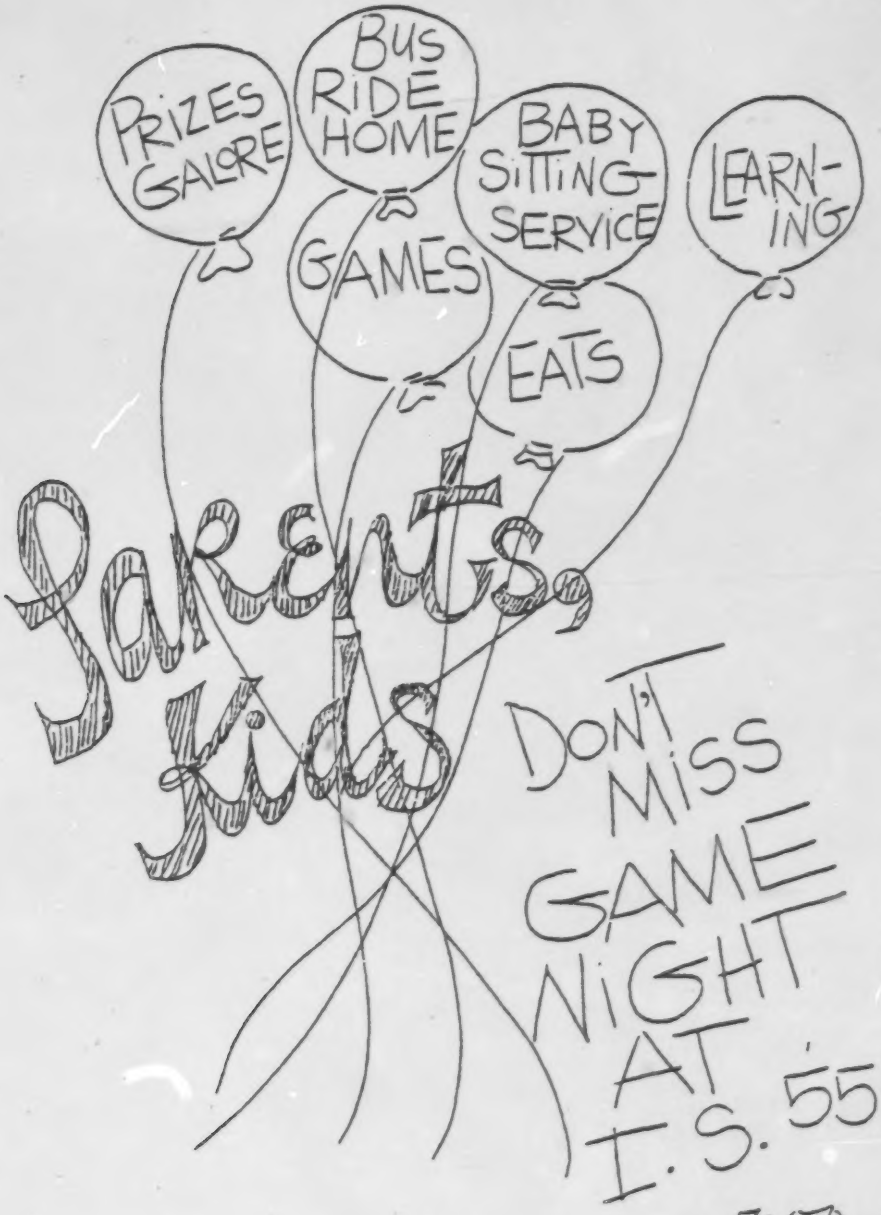
Baby-sitting services

We will provide a bus service from I.S, 55 to your home.

Sincerely yours,

(Mrs.) Lillian Graydon, President

P.T.A.



WEDNESDAY, JAN. 28, 7:00 to 9:00!

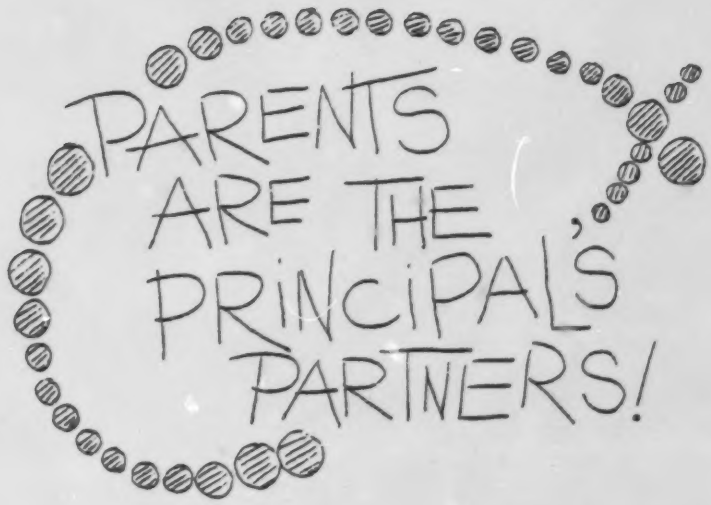
No student admitted without parent or adult! (over 21)

My child _____ of Class ____
will attend GAME NIGHT with me.

☐ yes ☐ no ☐ maybe

signed _____

A40



Have you attended any parent workshops this year?

WE NEED YOU!

Parents, you are the ones who know your childs needs best. Share your ideas with us.

CARING FOR YOUR SCHOOL IS ONE BIG WAY OF SHOWING LOVE FOR YOUR CHILD!

COME, THURSDAY, FEB. 26, 7:00 to 9:00

A41

I.S. 55
2021 Bergen St.

Percy W. Jenkins
Principal

Dear Parents,

Several parents have raised questions about homework and books during our recent Parent Workshops, so I would like to take this opportunity to let all parents know I.S. 55 policies on these matters.

Students at I.S. 55 are suppose to receive homework assignments every night in every subject. If you have some question about whether or not your child is receiving homework in a particular subject please call the teacher of the class or send a note to the teacher asking him or her to call you or write to you. If the child continues not to have homework in that subject, please let me know immediately.

All 5th and 6th grade and Lab students should bring home the following three types of books each night:

1. Science book
   (in some cases students may have one science book to read at home and another science book to read in class so they do not have to keep carrying the book back and forth between home and school).

2. Math workbook

3. Literature book for reading-at-home program.

Our literature books are usually paperback books because paperback or soft-cover books are much cheaper than hard-cover books. The content of the paperback books and the [illegible]-cover books is the same and using the paperback books enables us to buy many interesting books on many different levels. Also, when students lose a book, it does not cost as much to buy a new book.

In addition to the books students are given to take home, there are many social studies, science and literature books which are used only in the classroom. These books are not sent home because they are very expensive and we want all students to have an opportunity to use them. We would like for you to visit the classrooms and see the books so you will know your child has many materials with which to work.

On the 7th and 8th grade level every student should have the following books to bring home:

1. Science book
2. Social Studies book
3. Literature book

Again, some of the books may be paperbacks or soft-cover books.

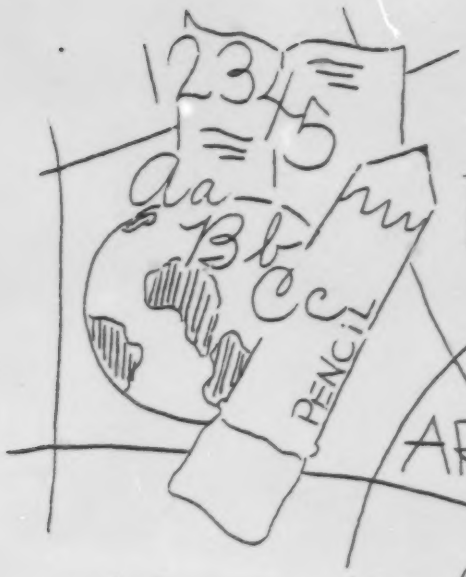
We are trying to provide the best possible education for your child but to do this we need your help in many ways. Please have your child read aloud to you each night and remind him to take good care of his books and return them to his teacher when asked to do so.

Thank you for your cooperation. Please let me know if you have any further questions.

Sincerely yours,

Percy W. Jenkins
Principal

PWJ:gj



SCHOOL IS NOT JUST ABOUT READING, WRITING, AND ARITHMETIC

it's about LOVE and CONCERN FOR CHILDREN.

You, Parents,
are the ones who know and love your child most.
Won't you help him by attending the parent workshops?

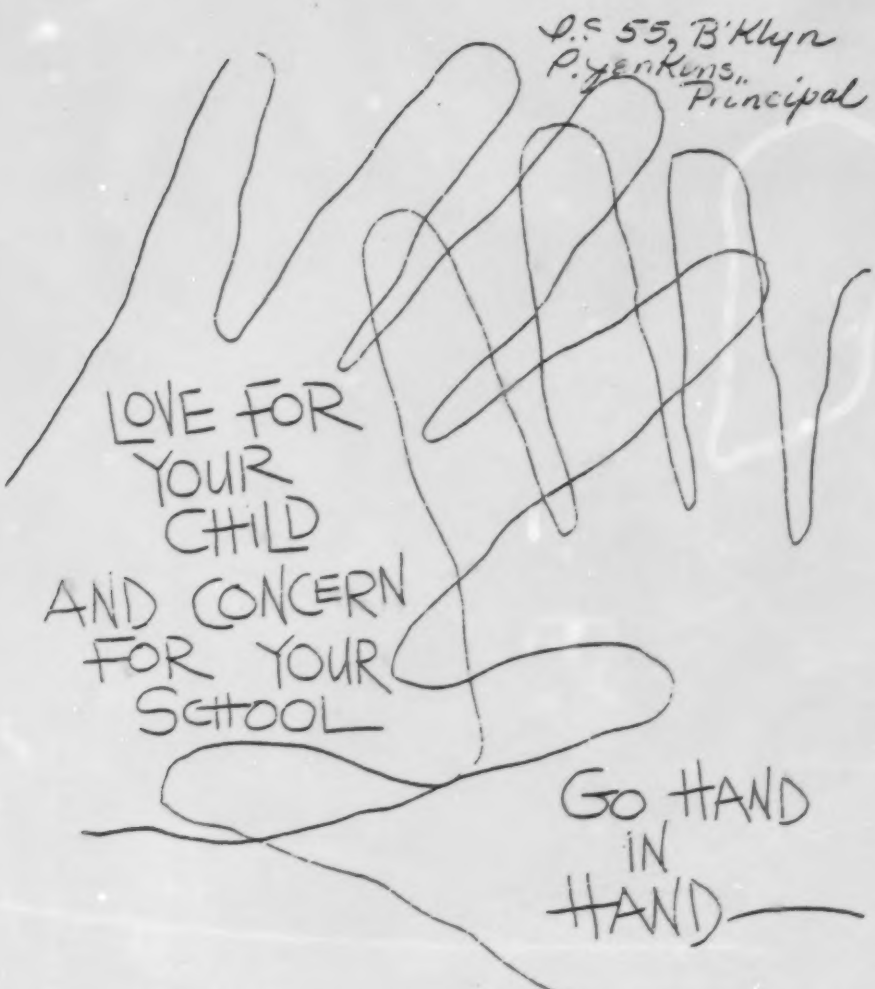
WE COULD DO A BETTER JOB OF TEACHING YOUR CHILD — With YOU!.

THURSDAY, FEB. 26, 7:00 to 9:00 at I.S. 55.

SEE YOU THEN!

A43

P.S. 55, B'Klyn
P. Jenkins, Principal



help us in the education
of your child
by attending the parent
workshops at P.S. 55.

WE NEED YOU!

THURSDAY, FEBRUARY 26, 1976
7:00 to 9:00

7:00 - 8:00 Musical Presentation;
8:00 - 9:00 Parent Workshop -
9:00 Refreshments and
Parent-teacher interaction

SEE
YOU
THEN!

A44

I.S. 55 — Mr. Percy W. Jenkins

2021 Bergen St. [illegible]lyn, N.Y. 11233 — P[illegible]ncipal

NEWSLETTER

CAKE SALE -- March 17, 1976 -- Proceeds to be used for student Senate.

Combined P.T.A Meeting & Evening Parent-Teacher Conference
March 22, 1976 Monday

Pictures will be taken of all students
April 5, 1976 Monday

Afternoon & Evening Parent-Teacher Conference
AFTERNOON-March 18, 1976 Thurs. 1:00 PM to 3:00 PM
EVENING---March 22, 1976 Mon. 6:30 PM to (:00 PM

We urge all parents and guardians to come and visit your child's teachers on one of these days.

WORKSHOP MEETING--March 30, 1976
Special Guest: Mary Sheerin

BEDFORD STUYVESAND RESTORATION SHOPPING TRIP
April 10, 1976 - Saturday

Teacher's Recognition Day - April 14, 1976 - Wednesday

There are pretzels on sale every day in the Parent Room. Room 101
The price of these pretzels are fifteen cents each.

MUSIC CONCERT - APRIL 7, 1976 - 7:30 PM
Given by Mr. Eddie Bonnemere and the Students of I.S. 55

Intermediate School 55
2021 Bergen St., Brooklyn

PERCY W. JENKINS,
Principal

March 29, 1976

Dear Parents:

We are holding our fourth monthly Parent Workshop on Tuesday, March 30, 1976, at 7:30 p.m.

Our parents are now dealing with the problems listed below:

1. How to translate their desires for their children into action in the classroom
2. How to build confidence in our students in their abilities
3. How parents, teachers and students can work together to improve the quality of education at I.S. 55

PLEASE COME OUT, WE NEED YOU.

Many thanks.

PERCY W. JENKINS, Principal

LILLIAN GRAYDON, P.T.A.President

.....

Please return this portion.

I will be able to attend the workshop. _____

I will not be able to attend the workshop._____

Signature of Parent_____

Address _____

Your child's class _____

WE'VE TRIED EVERYTHING

We believe Parents are the answer!

Better Schools

Dear Parents:

We are holding our fourth monthly Parent Workshop on Tuesday, March 30th at 7:30 p.m.

Our parents are now dealing with the problems listed below:

1. How to translate their desires for their children into action in the classroom
2. How to build confidence in our students in their abilities
3. How parents, teachers and students can work together to improve the quality of ducation at I. S. 55

PLEASE COME OUT, WE NEED YOU.
Many thanks -

Percy W. Jenkins
Principal

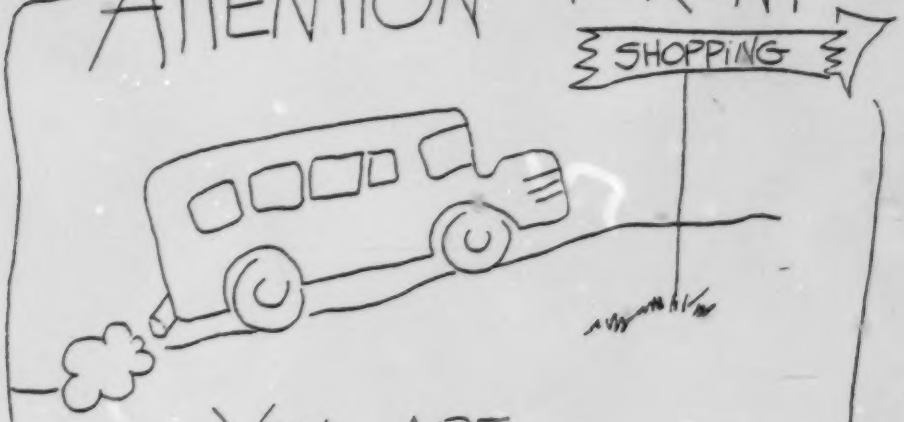
Lillian Graydon
P.T.A. President

We could do a better job with you, parents. Come to our next parent workshop,

TUESDAY EVENING,
MARCH 30, 1976
7:00 to 9:00
Special guest: Mary Shaw,
Brooklyn College

A47

ATTENTION PARENTS!



YOU ARE INVITED TO A FREE BUS RIDE!

TO: Bedford Stuyvesaint Restoration Shopping Center

WHEN: -Saturday, April 10, 1976

LEAVING: I.S. 55, 10 a.m. SHARP!

4 BIG HOURS OF SHOPPING!

"DISCOUNTS" TO EVERYONE!

For information and reservations, fill in below or contact Ms. Lillian Graydon 495-7736

Please Reserve my seat for the bus ride to Bed. Stuy.

Name _____ Phone

Address _____

A48

I.S. 55
2021 Bergen St.

Percy W. Henkins
Principal

Reading & Math Awards, k
April, 1976

Reading Awards

Awards for Reading Achievement		Awards for Progress in Reading	
Aldric Fortner	Lab 3	Herby Pierre	Lab 2
Emma Brocks	Lab 2	Rigaud Casimir	Lab 3
Benjamin Townes	5R1	Priscilla Pope	5R2
Cheryl Wade	5R1	Gloria Gordon	5R2
Dhanpaul Ramdass	6R1	Dena Glaspie	6R1
Christina Williams	6R2	Vernell Johnson	6R2
Eunice Strange	6B1	Antonio Reynolds	6B1
Candido Rodriguez	6B2	Michael Jones	6B2
Lisa Whitehurst	6G1	Connie Moore	6G1
Debra Richards	6G2	James Avinger	6G2
Diana Rivera	6BL	Ivonne Andino	6BL
Migdalia Hernandez	7BL	Roselio Recio	7BL
Raymond Cruz	8BL	Sandra Sagastume	8BL
David Tarrat	7R1	Anthony Martin	7R1
Gwen Boyd	7B1	Sandra Heckstall	7B1
Deidre Davis	7B4	Curtis Harper	7B4
Regina Alston	7G1	Norris Islar	7G1
Marilyn Brown	7G2	Norris Wilson	7G2
Darryl Mashine	7G3	Ernest Wright	7G3
Marie Harrison	8R1	Frances Frazier	8R1
Veronica Reynolds	8B1	Ada Oliver	8B1
Suzette DeSouza	8G1	Russell Corbett	8G1

I.S. 55
2021 Bergen St.

Mercy W. Wenkins
Principal

MATH AWARDS'

Awards for Math Achievement		Awards for Progress in Math	
Felicia Burgess	Lab 3	Jefferson Collins	Lab 3
Elliot Prince	Lab 2	Kenneth Campbell	Lab 2
Benjamin Townes	5R1	Cheryl Wade	5R1
Ana Hernandez	5R2	Jeffrey Norman	5R2
Lonnie McCrae	6B1	Kyle Nelson	6B1
Randy Foster	6B2	Monfree Wilson	6B2
Angela Clarke	6G1	Pauline Kirkland	6G1
Debra Richards	6G2	Danny Anderson	6G2
Dhanpaul Ramdass	6R1	Judy Wilson	6R1
Glenda Reid	6R2	Tyrone Martin	6R2
Diana Rivera	6B	Jeanette Oliveras	6BL
Frances Levine	7BL	Cheryl Smith	7BL
Madeline Soto	7BL	Roselio Regio	7BL
Norris Islar	7G1	Verlina James	7G1
Timothy Felder	7R1	Jeffrey McKnight	7R1
Ricky Glover	7R2	Marla Barrow	7R2
Elizabeth Aguilar	8BL	Alberto Espinal	8BL
Kenneth Turner	8B1	Sandra Wigfall	8B1
Karen Allen	8B2	Kathleen Green	8B2
Tony Wright	8B3	Lorie Ann Perry	8B3
Veronica Wise	8B4	Derrick Rush	8B4
Suzette Desusa	8G1	Beroy Anderson	8G1
Renee Wright	8G3	Michelle Davis	8G3
Marie Harrison	8R1	Charles Hoover	8R1
Duquesa Scott	8R2	Jessie Metheny	8R2

I.S. 55
2021 Bergen St.

Percy W. Jenkins
Principal

AWARDS FOR PARTICIPATION IN THE MATH CONFERENCE

Gloria Gray

Joan Antley

Jacques Casimir

James Green

Connie Turner

Timotny Burgess

Kenneth Davis

Craig Pride

Warren Hall

Ruby Merriweather

Rigaud Casimir

I.S. 55 PARENT WORKSHOP ♥ I.S. 55 PARENT WORKSHOP ♥ I.S. 55 PARENT WORKSHOP ♥ I.S. 55

IS A WAY OF SHOWING LOVE FOR YOUR CHILD

I.S. 55
2021 Bergen Street
Brooklyn, N.Y. 11233

Percy W. Jenkins, Principal

Dear Parent,

We are holding our monthly workshop on April 28, 1976, a Wednesday evening at 7:30 p.m. Dr. Mary Sheerin will again be with us. The theme for the evening will center around better ways of communication between you and your child. Those of us who attended the last workshop gained much from participating.

Come, let us explore together more effective ways of dealing with our children.

We look forward to seeing you:

Wednesday, April 28, 1976

7:30 to 9:30 P.M.

Intermediate School 55

Many thanks! With your help, we can become a more effective school.

Percy W. Jenkins, Principal

Please detach the below form, and return it with your child.

I.S. 55 PARENT WORKSHOP ♥ I.S. 55 ♥

I will ___

will not ___

be able to attend the parent workshop on Wednesday, April 28, at Intermediate School 55.

Parent signature_____

I. S. 55
2021 Bergen Street

Percy W. Jenkins
Principal

May 18, 1976

Dear Staff,

The following is a tentative plan of activities for our Annual Family Night on Thursday evening, June 3, 1976, beginning at 6:30 P.M. We present these plans to you for review and invite you to participate and/or bring your ideas. The planning committee meets every Tuesday morning at 8:00 A.M. in Mr. Jenkins' office. Everyone is welcome.

Family Night - June 3, 1976 - 6:30 P.M.

Publicity

1. Radio - Mr. Bonnemere
2. Two Mailings - May 21 and May 28
3. Bullentin for Teachers
4. Bullentin for Parents
5. Posters - Mr. Lawrence

Theme: "A B-Cultural Commenoration of Our Bicentennial:
America, Quo Vadis?" - Ms. Shatz

Activities

1. Glee Club -"America, Quo Vadis?"
2. Film: "Black History: Lost, Stolen & Strayed"
3. Contributions by Hispanics - Mr. Vega
4. Educational Exhibits:

a) 5th & 6th - Ms. Schmidt and Ms. Collinson
b) 7th & 8th - Social Studies - Mr. July
c) Poetry: Ms. Collinson
d) Ms. C. Taylor: "200 years of progress by Black Women"
e) Ms. Vann - Mini Fashion Show
f) Ms. Anderson and Ms. Joe - International Foods
g) Mr. Ikpeana - African Culture
h) Parents: "Parent Education in Today's Schools"
    1. Parent Power
i) Art - Posters, Signs, Liberty Bell
j) Physical Education:
    1. Emphasis on Outstanding Blacks in Sports
    2. Demonstrations (mini-sport night)
k) Science & Math - Mr. Harris: Emphasis on Outstanding Blacks in Science and Math.
l) Mr. July - Consumer Education
m) Mr. Kelly and Mr. Fowler - Student Government
n) Ushers - Student Senate

Sincerely,

Percy W. Jenkins

Percy W. Jenkins
Principal

Intermediate School 55
2021 Bergen Street
Brooklyn, New York 11233

Mr. Percy W. Jenkins,
Principal

A message from,
Julia A. Graydon
P.T.A. President

May 24, 1976

Dear Parents,
Students, and
Staff,

The I.S. 55 P.T.A. sincerely requests your presence at our annual

Family Night

Thursday, June 3, 1976,
at 6:30 p.m.

We have planned many activities for you to share and enjoy. Back by popular demand you will hear the I.S. 55 glee club perform many "American Quo Vadis" songs.

Other activities include a fashion show, a movie with Bill Cosby, a Hispanic presentation and various activities presented by the classes.

A LOVING, SUPPORTING FAMILY; OUR CHILDREN'S STRENGTH AND FINEST HOPE.

THEME: A BI-CULTURAL COMMEMORATION OF OUR BICENTENNIAL.

LET'S MAKE THIS ONE OF THE GREATEST EVENTS IN THE HISTORY OF OUR SCHOOL!

AS4

Jr. High Family Night

6:30 A) Quo Vadis, a [illegible]nial Cantata written by Mr. Eddie Donnemere and the students of J.H.S. 55 (presented in the auditorium)

B) Exhibits in the corridors and gboys gym, continuing until 8:30.

C) African slide show. Ms. Vann, presented in small room outside library.

7:00 A) Poetry reading. Ms. Collinson, 6R1, 6R2, Room 115

B) Fashion Show. Ms. Dyer, 5R1, 5R2. Library.

C) Bilingual Presentation - Auditorium
Ms. Arana 6-7-8 B1.
"Calypso"

D) "Kawimba" Songs in Swahili - Mr. Wambach - Rm. 138

7:30 A) Dances from Haiti, Africa, Puerto Rico and Trinidad - Ms. Schmidt - Mr. Bailey
Lab 2 and 3 - Rm. 138
(Performed by children from these countries)

B) Mini Sports Night
Girls Gym, Ms. Clark, Ms. Griggs, Mr. Strager

C) Poetry Reading (repeat)
Ms. Collinson
Conference Room

8:00 A) Quo-Vadis - Auditorium (repeat)

B) Fashion Show - Library (repeat)

C) Consumer Education - Conference Rm. -Rm. 115
P. Jenkins and 8 R3
Mr. July

8:30 Movie in Auditorium to 10:00 p.m.

Exhibits in halls and boys gym

Mr. Ikpeama	Mr. Rebold
Ms. Thessefeld	Mr. Ornstein
Ms. Ermish	Mr. Harris
Ms. Schmidt	Mr. Morgan
Ms. Bailey	Mr. Shatz
Parents	Ms. White
Mr. C. Taylor	Mr. Kelly
Mr. Anderson	Mr. Fowler
Ms. Lee	Mr. Miller
	Mrs. Bourne

bd A55

September 1976

Intermediate School 55
2021 Bergen Street, Brooklyn, N.Y. 11233

Mr. Percy Jenkins
Principal

Dear Parents:

We welcome you and your child to another school year. This is the third full year of our PARENT EDUCATION PROGRAM at Intermediat School 55. We are proud to say that we have had excellent results in the past and we look forward to another good year with your support.

Our Parent Involvement Program includes activities during the school day. Some of these activities are:

1. Typing Program,

2. Sewing Program,

3. Workshop program in reading and math.

The evening program is built around workshops for parents in both the subject areas and in all other areas of child development. One of our new feature for this year will be a WORRY WORKSHOP. This is a workshop designed to help explore ways in which parents can get the assistance they need to solve problems not necessarily those directly those involving children, but problems the parents encounter on a day to day basis.

Since we are all aware of the drastic budget cuts, this is a year that we absolutely must have the assistance of parents in many ways. Some of the ways in which you can assist us, aside from participating in our education program are:

1. Patrol our school corridors.

2. Assist in cafeteria during lunch.

3. Supervise the girls bathrooms.

We are looking forward to your continued support of our school.

Yours truly,

Lillian Graydon

Percy Jenkins

Percy W. Jenkins Principal
L. Graydon, P.T.A. Pres.

A56

Intermediate School 55
2021 Bergen St. Brooklyn, N.Y. 11233

Mr. Percy W. Jenkins
Principal

P. T. A. Meeting

Dear Parents,

The new school year has begun. We welcome you to our first P.T.A. meeting of the new school year 1976. The meeting will be held tuesday evening, October 5, 1976 at 7:30 P.M. It is necessary that you attend and actively participate in these meetings and activities involving your child's education.

Therefore, I encourage you to find out the facts, ask questions, and do whatever you feel is necessary to improve the conditions which exist in our school.

Our agenda will include:

I. School Newsletter

II. Title I Report - Ms. L. Washington

III. Discussion of Reading scores

IV. Discussion of Fund Raising Committees.

Sincerely yours,

Lillian Graydon

Lillian Graydon, P.T.A. Pres.
Maggie Holeman, Vice Pres.
Gladys Santos, 2nd Vice Pres.
Ada Townes, Sec.
Gloria Welch, Corresponding Sec.
Lottie Garvin, Treasurer
Lucille Washington, Chairlady Title I Committee

Intermediate School 55
2021 Bergen St. B'klyn, N.Y. 11233

Percy W. Jenkins
Principal

P.T.A. CALENDAR FOR 1976

September	1, Wednesday.....	Principals, Assistants to Principal and all other school supers. report.
Sept.	8, Wednesday	Guid. Counselors, Lab. Specialists, Lab. Techs., Sec, all teachers except attendance teachers report. Chancellor's Conference Day; address by Chancellor followed by faculty conference in individual schools.
Sept.	10, Friday	Attendance Teachers, Psychologists and Social Workers report.
Sept.	13, Monday	School Sessions begin for 1976-1977
October	4. Monday	Yom Kipper (School Closed)
October	5, Tuesday	P.T.A. Meeting
October	11, Monday	Columbus day (School Closed)
November	2, Tuesday	Election Day (School Closed)
November	9, Tuesday	Family Night
November	11, Thursday	Veterans Day (Schools Closed)
November	25, Thursday and 26, Friday	Thanksgiving Recess (Schools Closed)
December	7, Tuesday	P.T.A. Meeting
December	24, Friday and 31, Friday	Christmas Recess (Schools Closed)

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

September 24, 1976

Dear Parents:

Once again we will be instituting our Language Arts homework program. Our students must practice at home the reading skills taught in the classroom for a minimum of 20 minutes a day, each day. I must rely on you to see that this program is carried out.

The essential features of our Language Arts homework program are:

1. Each student attending I.S. 55 is to receive a reading assignment to complete in the presence of his parent or another adult.

2. Parents are to sign the homework sheet each evening.

3. If a student does not receive a daily homework assignment in Language Arts, please discuss it with your child or call 495-7736, 37, or 38, to discuss it with me or an assistant to principal.

The only way that a child can become a better reader is TO READ. With your cooperation we can be assured that every child will reach his maximum potential.

Your children will be receiving homework assignments in all subject areas but not on such a controlled basis. If your child does not receive at least 3 homework assignments each day, you should contact the school immediately. With your cooperation we can provide a quality education for your child.

Many thanks.

Very truly yours,

PWJenkins

PERCY W. JENKINS,
Principal

PWJ:pw

A58

I. S. 55
2021 Bergen Street

Percy W. Jenkins
Principal

Dear Parents:

This is another year and the beginning of our WORKSHOPS. We welcome and urge you to come. The first workshop will be held Tuesday, October 19, 1976 at 7:30 p.m.

Our first series of programs will center around the "WORRY WORKSHOP". We will have representatives from the:

HEALTH DEPARTMENT - Get the facts about SWINE FLU VACCINE

CHARLES DREW HEALTH CENTER - Mrs. H. Clark

Representatives from SOCIAL SERVICE, GUIDANCE COUNSELORS, READING AND MATH CHAIRMEN.

It is important that y ou attend and actively participate in all the meetings and activities involving your child's education. Therefore, I urge you to find ou the facts, ask questions, and do whatever you feel is necessary to improve the conditions that exist in our school.

Sincerely yours,

Lillian Graydon

Lillian Graydon
P.T.A. President

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

Date _____

_____

_____

_____

RE: _____

CLASS _____

Dear _____:

It has been reported to me that your child has already been absent in excess of 10 days. If we project your child's attendance in school based on his attendance to date in the next 2½ months your child would have already eliminated himself from the possibility of promotion to the next grade. Although this is certainly important to both you and your child, and to the school, it is of further importance that your child's lack of attendance is causing a financial drain on the school community causing a disruption of his or her education and is in fact possibly a case of truancy. I would prefer not to refer this case to the attendance teacher but rather to have you and I work together to discuss the matter to correct the situation. If there are reasons for your child's absence with which the school can be of assistance we will make every effort to do so. I would hope and expect to hear from you immediately.

I will be available to discuss the matter with you each morning beginning at 8 a.m.

Thank you for your cooperation!

Sincerely yours

P W Jenkins

PERCY W. JENKINS,
Principal

PWJ:pw

Intermediate School 55
2021 Bergen Street, Brooklyn

Percy W. Jenkins
Principal

November 8, 1976

TO: All Title I Staff

FROM: Rebecca Taylor

1. On November 29 or November 30, we will have our first Awards Assembly for the year. Each teacher will nominate two students in each of his/her reading or math classes to receive a trophy- one trophy for achievement and one for progress. Each teacher may also list one to five other students in each class who should receive Honor Certificates for outstanding works. Both the trophies and the certificates will be given out during the Awards Assembly. Please tell the students that awards will be given and begin to think about the students you will nominate. The achievement award should be based on the results of the 9/76 tests. The students in each class who received the highest score on the reading or the math test should receive the award this time.

2. Please begin to urge your students to encourage their parents to attend the following Parent meetings:

   Worry Workshop, Wednesday, November 16 - 7:30 - 9:00

   Open School Afternoon, Wednesday, November 16 - 1 to 3

   Open School Night, Tuesday, November 23

   The class that has the most parents present for the Worry Workshop will receive $20.00. The money can be used to have a party, buy games, or take a special trip. In addition, the class that wins will be given the opportunity to take an extra trip on a day a bus is available.

   The class that has the most parents present for Open School afternoon and Open School Night (attendance at the 2 events will be added together to count toward 1 prize) will also win $20.00 and an extra trip.

   Mr. Jenkins will collect and review all Profile Sheets on December 3.

Board of Education
THE CITY OF NEW YORK
OCEAN HILL INTERMEDIATE SCHOOL 55
2021 BERGEN STREET, BROOKLYN, N. Y. 11233
495-7736

PERCY W. JENKINS
Principal

Assistants to Principal
ROBERT FERLAUTO
EUGENE HARRIS

November 9, 1976

I am writing to let you know how pleased I was to have you attend our last parent meeting. I was encouraged by the fact that you were anxious to participate with us.

I do have a specific request to make of you now. I would greatly appreciate your active support in trying to get more parents to attend our workshop meetings. These meetings are designed as problem-solving forums. We are also conducting workshops in reading and mathematics. All these efforts are being made to increase the actual parent involvement with our school. I can say to you that this is the one need that our school has at this point. There is no reason why this school should not be able to offer each child in it a quality education, and I assure you that we can with your full participation.

Six meetings have been planned between now and February, and I hope to get at least 50 parents who will agree to attend five out of the six meetings. With your help this can be done, and I assure you that the rewards for our children will be great as a result of your efforts.

Our next meeting is on Tuesday, November 16, from 7:30 to 9. We will have three different topics at this meeting: (1) Special high schools available for students at I.S. 55; (2) Interpretation of current promotional requirements; (3) registration for our parent typing and sewing classes.

I thank you in advance for your assistance.

Sincerely yours,

Percy W. Jenkins

PERCY W. JENKINS, Principal

PWJ:pw

A62

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

December 10, 1976

Dear Parents:

We are holding our combined P.T.A. and Workshop on Tuesday, Dec. 14, 1976. The Workshop for this month will be in Mathematics.

We are asking 50 parents to make a commitment to attend the next six Workshops. This can be an invaluable experience for you and your child, and I urge you to take advantage of this opportunity.

I look forward to seeing you on Tuesday, December 14, at 7:30 P.M.

Many thanks,

PERCY W. JENKINS, Principal
L. GRAYDON, P.T.A. President

A63

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

January 10, 1977

Dear Parents:

Our next PARENT WORKSHOP will be held on January 18 at 7:30 p.m. This will be a workshop on reading improvement.

As you know the reading requirement for promotion have been raised considerably and we must each do all that we can to prepare our children.

PLEASE ATTEND THIS WORKSHOP ON TUESDAY, JANUARY 18.

Thank you,

P W Jenkins

PERCY W. JENKINS,
Principal

PWJ:pw

A64

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

January 31,1977

Dear Parents:

Our last Parent Workshop had to be called off because of the severe weather conditions. We are now re-scheduling that workshop for TUESDAY, FEBRUARY 8, 1977, at 7:30 P.M. in our school library.

I certainly realize the difficulties which you face as parents attending evening meetings. However, I urge you to make every effort to attend this meeting. The workshop will be on assisting students in READING.

We will provide bus service according to the following schedule:

TIME	PICK-UP POINT
7:00	Kingsborough Houses (corner Ralph & Bergen)
7:15	Corner Dean & Saratoga
7:25	430 Saratoga Avenue (in front of building)

Sincerely yours,

Percy W. Jenkins

PERCY W. JENKINS,
Principal

PWJ:pw

Intermediate School 55
2021 Bergen St., Brooklyn 11233

PERCY W. JENKINS,
Principal

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Sincerely yours,

Percy W. Jenkins

PERCY W. JENKINS, Principal

PWJ:pw

A65

Board of Education
THE CITY OF NEW YORK
OCEAN HILL INTERMEDIATE SCHOOL 55
2021 BERGEN STREET, BROOKLYN, N. Y. 11233
495-7736

PERCY W. JENKINS
Principal

Assistants to Principal
ROBERT FERLAUTO
EUGENE HARRIS

March 9, 1977

Dear Mrs.

Let me thank you personally for attending our meeting last evening. I hope that I was able to make the point of the serious need for your participation. The many things which I outlined to you at that meeting are all within our grasp. We can make Intermediate School 55 a school in which our students can be properly educated and properly prepared for their secondary school levels. Without assistance from parents I should doubt that the school will be agle to do much more than it has done to this point. I do not wish to suggest that we have not accomplished much; we have improved the school in every aspect at every level, but there is no reason why our school should not be the best. The only investment that most of us who are working people have to leave to our children is to see to it that they have a sound, efficient education. Please join me in this effort!

In this connection, I am urging you to attend the Parent Advisory Council meeting on Monday, March 14, at 9:30 A.M. Our agenda for that meeting will include visitation of classes, lunchroom problems, graduation plans, promotional requirements, and our efforts to acquire a supper program for our school.

I thank you in advance for your cooperation and I hope to see you on Monday morning at 9:30 A.M.

Sincerely yours,

PERCY W. JENKINS,
Principal

PWJ:pw

Intermediate School 55, 2021 Bergen St., Bklyn. 11233 — Percy W. Jenkins, Principal

TEACHER-FAMILY CONTACT LOG

TEACHER'S NAME _____ CLASS _____

	INFORMATION GIVEN	RESPONSE GIVEN
Student's Name: Parent's Name: Date: Method: Initiated by:		
Student's Name: Parent's Name: Date: Method: Initiated by:		
Student's Name: Parent's Name: Date: Method: Initiated by:		
Student's Name: Parent's Name: Date: Method: Initiated by:		
Student's Name: Parent's Name: Date: Method: Initiated by:		
Student's Name: Parent's Name: Date: Method: Initiated by:		

Intermediate School 55, 2021 Bergen St., Bklyn. 11233 — Percy W. Jenkins, Principal

TEACHER-FAMILY CONTACT LOG

TEACHER'S NAME Ms. Collinson — CLASS 6R1

	INFORMATION GIVEN	RESPONSE GIVEN
Student's Name: Randy [redacted] Parent's Name: Elijah [redacted] Date: 10/8/75 Method: phone Initiated by: teacher	phone has been disconnected	———
Student's Name: Timothy [redacted] Parent's Name: Louise [redacted] - spoke to father Date: 10/8/75 Method: phone Initiated by: teacher	excessive talking and not Concentrating on school work.	positive - father said he would speak with Timothy. ✓
Student's Name: Eric [redacted] Parent's Name: Daynell [redacted] Date: 10/9/75 Method: parental visit to school Initiated by: Mr. Stanford	throwing paper across the room continually out of seat and disrupting class; excessive talking, shouting out answers	moderately positive - said he could do better in school (both mother & father)
Student's Name: Craig [redacted] Parent's Name: Marie [redacted] Date: 10/8/75 Method: phone Initiated by: teacher	no homework fooling around excessive & disruptive talking incomplete or no classwork	positive - said she was going to talk with him and make sure that he worked harder. ✓
Student's Name: James [redacted] Parent's Name: Cora [redacted] Date: 10/7/75 Method: phone Initiated by: teacher	excessive talking during class to friends	cool - she said she would speak with him. ✓
Student's Name: Trina [redacted] Parent's Name: Helen [redacted] Date: 10/3/75 Method: phone Initiated by: teacher	playing instead of coming to group work excessive talking	positive - said she would spank her and make her improve.. ✓

89

90

HOME VISIT RECORD

PARENTS OR GUARDIANS NAME: BLOCK_____

_____

ADDRESS: _____

_____

_____

TELEPHONE NO.:

_____

CHILD'S FULL NAME: _____

CLASS: _____

TEACHER:

_____

HOME VISITOR'S NAME:

_____

DATE OF VISIT: _____

INFORMATION COMMUNICATED TO PARENTS: _____

_____

_____

_____

QUESTIONS OR RESPONSE OF PARENTS: _____

_____

_____

_____

COMMENTS OF HOME VISITOR: _____

_____

_____

_____

HOME VISIT RECORD

PARENTS OR GUARDIANS NAME: BLOCK_____

Mrs [redacted]

ADDRESS: [redacted] E N Y ave

TELEPHONE NO.:

CHILD'S FULL NAME: CHARLOTTE [redacted]

CLASS: 7G3

TEACHER:

HOME VISITOR'S NAME:

Mrs ALFORD

DATE OF VISIT: 5-26-76

INFORMATION COMMUNICATED TO PARENTS: Have you attend any of the Meeting in the School or have you visit the School for any reason, do you think you Be able to come on the 3 of June

QUESTIONS OR RESPONSE OF PARENTS: I Am Always in the School And I have Been to Some of the meeting I will try to Be there on June 3-76 FAMELY night

COMMENTS OF HOME VISITOR: She is Concern About the School and what her Child Does in School

PARENTS' ASSOCIATION I.S. 55 MONTHLY NEWSLETTER

PARENTS STUDENTS TEACHERS

MARCH, 1977

I BREAKFAST PROGRAM -for all children eligible for free lunch, served at 8:00 am in the lunchroom.

II CANDIDATES NIGHT - Monday, March 28, 1977 at 7:30 pm. We are inviting the candidates who are running for the school board to come and speak to us. It is important for us to know how their ideas tie in with the educational philosophy of I.S. 55

III READING TEST - Given on Tuesday, March 29, 1977

TIPS TO PARENTS

1. Make sure students get a good nights sleep.
2. Make certain they have breakfast, either at home or at school.
3. Make sure students do not over-dress.
4. You of course understand that students are still suppose to read each evening at home. Make certain that they do so. Please question students closely on what they have read and get them to discuss what they have read with you.

IV SPRING VACATION - Last day of school is Friday, March 31, 1977 Return to school Tuesday, April 12, 1977

V SEWING CLASS - Will start after the spring vacation in room 101

VI SCHOOL PICTURES - Will be taken Thursday, April 28, 1977

VII GAMENIGHT & WORKSHOP - Tuesday, April 19, 1977

VIII FIRE IN OUR SCHOOL - As many of you know, the fire which took place in our school on Fri. Feb. 25, has caused extensive damage. It has been roughly estimated at over $150,000 damage.

The following students were accepted at Brooklyn Technical High School:

Sharon Collins	8B5
McArthur Gause	8B5
Vivian Griffin	8B3
Eugene Lucas	8B3
Sephronia Spells	8G3

The applications to the zoned academic high school are due in the guidance office now. The application must be signed by both the parent and the student in order to be accepted by the high school.

Those students who are in the Franklin K. Lane choice of admissions zone will be given a list of about 10 school to choose from. The High School Division will try to assign the students to their first, second or third selection depending on the openings and the number of students choosing the same school.

Kiwa Toomer, of class 8G6, came in 2nd place at Madison Square Garden in the Women's 400 Meters on March 21,1977

School News: Mr. J. Still needs a skate board!

The Dean's Office is busy-busy-busy-busy!

We have a new custodial engineer, Frank Minissale. We are very happy to have the services of such a fine worker. He has already proven himself, as a result of the difficult and trying times we have had since he arrived in January. He is always willing to cooperate, regardless of whether or not the task falls within the scope of building maintenance.

REMINDER: Do not forget to attend Candidates Night on Monday, March 28, 1977 at 7:30 P.M. at I.S. 55

I.S. 55 PARENTS' ASSOCIATION MONTHLY NEWSLETTER

STUDENTS PARENTS TEACHERS

APRIL 1977

Our 4th Annual GAMES NIGHT will be held on Tuesday, April 19, 1977 at 7:30 P.M. Our teachers and students have created may learning games. Prizes will be awarded to the children of parents who win the most. Prizes for all participants. Ms. Erica Shatz, teacher of class 8G4 has single-handedly organized our "Games Night" We cannot thank her enough. COME AND ENJOY! SUPPORT OUR STUDENTS AND TEACHERS.

OUR PARENT ADVISORY COMMITTEE, MADE UP OF STUDENTS, PARENTS, TEACHERS AND ADVISORS, MEETS EVERY MONDAY MORNING IN THE PARENT ROOM (ROOM 10 AT 9:30 A.M. WE HAVE A VOICE IN RUNNING OUR SCHOOL...FEEL FREE TO JOIN US ON ANY MONDAY MORNING IN ROOM 101.

WE ARE PROUD OF:
PHILLIP WHITE, Class 8B5 - exhibited his art work, a painting titled "The tackle", at the Brooklyn Museum. The work was view by a panel of experts and it was chosen to be exhibited in South Africa We congratulate Philip and his parents.

WE ARE PROUD OF:
MORRIS ISLAR, Class 8G4 - Student Senant Activist

Has been an outstanding student. He attends an additional advanced class in math whild maintaning a 95 average in his regular math class. He is president of the Student Senante. He recently received the New York Daily New Award is Physical Fitness. Both his attendance and daily classwork in his subjects is excellent.

WE ARE PROUD OF
MS. MARGARET PASS, a Language Arts teacher. She is a reading specialist. Miss Pass is also a writer. Classes 7G4 and 8G4 have just completed the Language Arts Objectives for poetry and literature. The poems below represent original literature and poetry objectives.

POEMS

SPRING
By Sandra Griffith

Spring is a time for joy and fun.
When all the children get a toy.

The flowers will bloom very soon.
It is nice to smell the flowers.
As we pass away the hours.

The children are outside having
fun and playing games.
Calling out one another's names.

It is nice to see the sun.
When you are outside having fun.

Flowers are nice to touch and [illegible]
But it's a different story whe..
it comes to a big bee

In the spring, dogs like to run
And have fun in the park.
But people do not like to hear
them bark.

A73

SPRING
By Melvin Champaign

Spring flowers.
Spring showers.

Spring is a dream that
comes through.
Neither you nor I can defeat it.

SPRING
By Charlotte Acker

Spring is here.
Spring is sunny.
Spring looks like gold and it is
funny.
Spring is here, spring is there.
Spring is everywhere.

But when it isn't here,
And it isn't there,
Is it nowhere?

In the spring, I ride my swing.
But when there is ice.
It isn't very nice.

SPRING THOUGHTS
By Melvin Davis

Spring is a beautiful day
When the flowers come out
To make the air smell clean.
When the birds come out to sing
and take flight.
And soar through the air.

The sweet air tastes like sugar cake
And when everybody is glad
Because when winter was here,
it was cold,
But now Spring is here
And I hope Spring stays here.

ME
by Pamela Gordon

I am a person
just like you.
You know it's true
So do I, too.
So let's go out and play
One more day,
And we'll be friends
Until this day ends.

FLOWERS
By Pamela Gordon

Flowers are red,
Flowers are blue.
When I am with you,
I think of something too.
I can identify hopes.
Then I think I am a dope.

THE SUN
By Randy Foster

The sun is round like a ball
But in space, it is the
Brightest thing of all.
But on earth, it shines
Like aluminum foil.

In late fall, it gets
Dimmer and dimmer.
But still shines.

In the winter it goes
On a vacation.
But not for long.

In the spring. It shines
Off and On.
In the summer, it shines
Harder than a rock,
But hotter than a sox!

That's why we have the sun.

SCHOOL SECURITY

Our school has been broken into more than a dozen time since Februar . We have explored every possible avenue open to us for help. We received the assistance of the local board in covering our school for five (5) days a week. However, we must now supply our own coverage for the other two days a week. We are determined to do just that and to this end we will be sponsoring cake sales, rummage sales, sales of pens and pensils, etc., to raise the money to pay a guard. In each case we will notify the parents in advance.

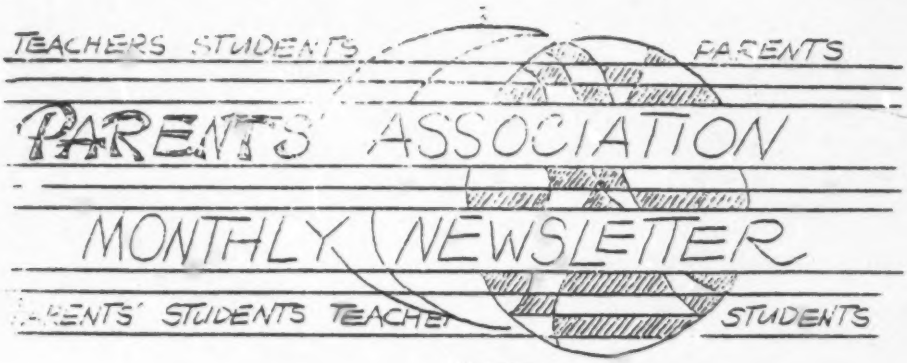
PICTURES

Students will have their pictures taken on April 28, 1977

SCHOOL BOARD ELECTIONS A74

"VOTE MAY 3, 1977, TO SAVE OUR CHILDREN"

In our next issue the PTA of I.S. 55 will reveal the candidates we endorse. However, no matter who you vote for, PLEASE VOTE!



MAY 1977

CAKE SALE---Our cake sale was a tremendous success, and we would like to thank all the parents, teachers and students for their cakes and donations. We were able to earn $150.75, and all proceeds will be used for all senior activities. In behalf of the seniors, we thank you all.

OUR NEXT P.T.A. MEETING AND WORKSHOP WILL BE HELD ON TUESDAY, MAY 17, 1977. AS ALWAYS IT IS IMPORTANT FOR US ALL TO ATTEND THESE MEETINGS IN ORDER TO BE INFORMED ON WHAT IS GOING ON IN OUR SCHOOL.

GRADUATION: Will be held at Friendship Baptist Church, on June 22 at 10: A.M.

SENIOR DUES: All money must be paid by June 6, 1977

STUDENT PICTURES: The last day to buy your pictures will be Friday, May 20, 1977.

SENIOR TRIP: This year the senior trip will be to bear mountain.

On April 19, 1977, I.S. 55 held their third annual EDUCATIONAL GAME NIGHT. The teaching staff provided various classroom games in math, language arts, reading, social studies, and logic. Tickets were awarded to winning participants to be redeemed at the end of the night for prizes -- admission was free! Parents as well as students attended and played the games. It was an overwhelming success.

CLEAN UP CAMPAIGN - I.S. 55 will have the cleanest school in New York if our students have anything to say about it. And they do! They are engaged in an essay contest, topic: "What can we do to keep our school clean?" We are also having a poster contest about keeping our school clean. Awards will be presented on May 26, 1977.

DEDICATION: On May 6, 1977, our school library was dedicated to Mrs. Francis F. Green, our former school librarian assistant. The ceremony was attended by officials, family, co-workers, friends and students.

- -

SPORTS NIGHT

Date: May 25, 1977

Time: 7:00 P.M.

Place: Gym

Price: 25¢ Children
50¢ Adults

ACTIVITIES:
Gymnastics
Dance
Tug of War
High Jump
Double dutch exhibition
Rhythmic exercises
Presentation of Awards

A76

JUNE 1977

SENIOR ACTIVITIES 1977

THURSDAY, JUNE 16, 1977 - SENIOR DAY

Special Awards Assembly - 12:00 noon

Senior Party and Dance - 1:00 - 3:00

FRIDAY, JUNE 17

Distribution of Caps and Gowns.

MONDAY, JUNE 20

Senior Trip - Sunken Meadows State Park

WEDNESDAY, JUNE 22

Graduation Day - 10 A.M.

Friendship baptist church

92 Herkimer St. (near Nostrand Ave.)

FRIDAY, JUNE 24

Return Cap and Gown

Distribution of Diplomas

TUESDAY JUNE 7 and WEDNESDAY JUNE 15, have been set aside by the Central Board of Education as clerical half days. On these two days, please be prepared to accept your child home between the hours of 11:30 and 12:00. We are sorry for any inconvenience that this may cause you.

IMPORTANT NOTICE!

Our next P.T.A. Meeting will be held on June 23, 1977 at 6:30 P.M. As usual, because of the importance of these meetings we urge all parents to attend.

I.S.99 will hold an articulation meeting in the school auditorium on June 13, 1977, at 9:30 A.M.

Most of the children coming to our school this September will be from P.S. 28, 156, 178, 327 and 335. We are sending these letters of invitation directly to the parent's home as well as to the elementary school to invite the children, parents and elementary school teachers to join us on Monday morning. We are also sending invitations to member of the local school board of district 23, elementary school principals, community based service agencies and community leaders.

The parents association, students and staff urge you to attend this meeting.

LETTER FROM OUR PRINCIPAL

Dear Parents:

Once again, I urge you to become active in the life of your school. There is no doubt in my mind that your active participation is the most valuable element in the upgrading of our school system. There is no program or individual that can assume your role.

This is your school, entrusted with our most valuable asset - the children of this community. The quality of your child's education will play a vital role in his or her future. Help us to insure that the quality of the education received by your child is of the highest. Join the Parents Association and attend it Workshops. I have appreciated the cooperation which you have shown in the past, and I look forward to having an ever-increasing number of parents join us in our efforts.

Many thanks!

Sincerely,

PERCY W. JENKINS, Principal

SPORTS NIGHT 1977

On Wednesday evening, May 25, 1977, our school held its annual sports night. The gymnasium quickly filled with students and family to watch the gymnastic exhibition. About 95 boys and girls from all of the grades participated. Some of the events were:

Exercise to Music	Parallel Bar Horse Routines
Tumbling	Double Dutch Rope Jumping
Diving	Tug of War

Everybody enjoyed the evening. We extend our thanks to Ms. Grig the originator and coordinator of this annual event and to the other members of the Health and Physical Education Department - Mr. Godles, Mr. Comer, and Ms. Hambel. Providing assistance to Ms. Griggs were the following staff members:

Ms. Anderson

Ms. Anderson	Mr. Bonaguro
Mr. Bonnemere	Ms. Ermish
Mr. Isenberg	Ms. Mettler
Ms. Shatz	Ms. R. Taylor
Ms. Walsh	Mr. Zolondek
Mr. Ferlauto	Mr. Saks

WE ARE PROUD OF:

MARIBEL REVERON, the 1st place winner in the District wide spelling bee.

On Friday, May 27, 1977, awards were given out in the assembly for the "CLEAN-UP" Campaign.

REMINDER

Our next P.T.A. Meeting will be held on June 23, 1977 at 6:30 P.M.

APPENDIX 5

THE VISIT OF THE NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN TO THE FAMILY EDUCATION PROGRAM, SEPTEMBER 29, 1977

In its 1976 Annual Report to the President of the United States and to Congress, we noted on p.15, that the National Advisory Council on the Education of Disadvantaged Children had observed that there is insufficient evidence on the correlation everyone expects to see with regard to parent involvement and its impact on student achievement.

We invited the National Advisory Council to share in the results of our own experience with the Family Education Program at I.S. 55.

Three members of the Council visited the school on September 29, 1977 and met with the Principal, Mr. Jenkins, some teachers and the Core Group Parents of I.S. 55. As the attached correspondence indicates, the Council members found the visit very informative. The Vice Chairman, Carol Schwartz, wrote that "the study design and activities undertaken can be of immeasurable importance to administrators and legislators attempting to strengthen parent components in our nation's schools."

NATIONAL ADVISORY COUNCIL ON THE EDUCATION
OF DISADVANTAGED CHILDREN
425 Thirteenth Street, N.W., Suite 1012
Washington, D.C. 20004
(202) 382-6945

Dean Owen F. Peagler
Chairman—New York
Dr. Wilbur H. Lewis
Vice Chairman—Ohio
Mrs. Carol L. Schwartz
Vice Chairman—D.C.
Mr. John Calhoun
Maryland
Mrs. Mary Anne Clugston
New Mexico
Mr. J. Alan Davitt
New York
Mrs. Sarah Moore Greene
Tennessee
Mrs. Dorothy M. Fleegler
Florida
Mrs. Barbara Kilberg
Virginia
Mr. John Leopold
Hawaii
Mrs. Rosella E. Lipson
California
Mr. Marvin Pomerantz
Iowa
Mr. Ben Reifel
South Dakota
Dr. George Willeford
Texas
Mr. M. Alan Woods
Virginia
Mrs. Roberta Lowenheim
Executive Director

June 10, 1977

Mr. Charles Palms, Director
Area Development, Bedford Stuyvesant
Restoration Corporation
1368 Fulton Street
Brooklyn, New York 11216

Dear Mr. Palms:

I read the materials on the Family Education Program with great interest. This work is a significant step in the review of the mandate of parent involvement which links the evaluation of effectiveness of Title I with the effectiveness of parent involvement. You are to be commended on this effort.

I was particularly interested in several of your key findings:

--that children of families where both parents work perform better;
--that there is an established correlation between increased parent activity and student performance;
--that teacher expectations are higher for children whose parents participate;
--that parent involvement increases with programs which include both the students and their parents;
--that parent involvement increases when babysitting is provided;
--that children in families where help is provided on homework perform better;
--that the cost of the program was low, approximately $80 per home; therefore far less per participant; and,
--that expressed need for bilingual instruction.

I will forward the report and its findings, if you permit, to the House Committee on Education, and to the Senate Subcommittee on Education, which are now reviewing new laws impacting on education for urban students. I would also like to suggest that you send a copy of the report to the National Coalition of ESEA Title I Parents.

Thank your for sharing your work with us. We look forward to being informed of new developments. Keep up the good work.

Sincerely,

Carol Schwartz

Carol L. Schwartz
Vice Chairman
Chairman, Committee on
Successful Projects and
Parent Involvement

NATIONAL ADVISORY COUNCIL ON THE EDUCATION
OF DISADVANTAGED CHILDREN
425 Thirteenth Street, N.W., Suite 1012
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Vice Chairman—Ohio
Mrs. Carol L. Schwartz
Vice Chairman—D.C.
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Virginia
Mrs. Roberta Lovenheim
Executive Director

September 21, 1977

Mr. Charles Palms, Director
Area Development
Bedford Stuyvesant Restoration
Corporation
1368 Fulton Street
Brooklyn, New York 11216

Dear Mr. Palms:

On behalf of the National Advisory Council, it gives me great pleasure to notify you of the Council's activities planned in your district on September 29, 1977.

Council Members, Mrs. Carol Schwartz, Mr. J. Alan Davitt and I will make the initial visit to the Bedford Stuyvesant Restoration Project to meet with you and members of your project. The purpose of this visit is to have an extensive discussion regarding parent involvement activities related to the Bedford Stuyvesant Project and, if possible, visit one or several of the inner city schools located in this area.

The NACEDC's legislative mandate requires Council's review and evaluation of all federal programs serving disadvantaged children and the development of legislative recommendations to the President and the Congress for improvements in such programs. This activity year, the Council's involvement in compensatory education has included site visits to educational programs in the Appalachian states and conducting informal hearings on ESEA Title I and other federal programs in the New England area. These activities will assist us in developing concrete recommendations for the Council's 1978 Annual Report and for our upcoming testimony before Congress on Title I reauthorization.

Our Committee on parent involvement is also in the process of preparing a Council criteria for effective educational program practices which include a parental involvement component at the school, local and district levels. Your project's experiences and personal comments regarding the correlation between parent involvement and student achievement will be of special interest to us.

Mrs. Carol Schwartz, Vice-Chairman of the Council, Chairman of the Committee on Parent Involvement and an elected Vice-Chairman of the Washington, D.C. Board of Education will be arriving on the evening of September 28, 1977.

Mr. J. Alan Davitt, our former Legislative Committee Chairman and current designee for National Evaluation Task Forces and the Executive Director of the New York State Council of School Superintendents will be arriving on the morning of September 29.

As a resident of the New York area, I also will arrive on the morning of September 29. Our staff will contact you regarding your specific preference for time and place for this activity.

For your further information, I am enclosing biographical sketches of our participating members in this visit, along with a copy of our 1976 Annual Report. Summaries of NACEDC minutes from our recent June and July Council activities is also being attached.

Further details regarding this activity are being finalized by my staff and I am sure they will be in touch with you to further assist in developing an itinerary for the above date. I look forward to having a pleasant visit with you and your staff.

Sincerely,

Owen F. Peagler
Chairman

OFP:lmh

cc: Mr. Percy Jenkins
Mrs. Carol Schwartz
Mr. J. Alan Davitt
Mr. Gene Satin

Attachments: (as stated)

NATIONAL ADVISORY COUNCIL ON THE EDUCATION
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Mr. M. Alan Woods
Virginia
Mrs. Roberta Lovenheim
Executive Director

October 7, 1977

Mr. Charles Palms, Director
Area Development
Bedford Stuyvesant Restoration
Corporation
1368 Fulton Street
Brooklyn, New York 11216

Dear Mr. Palms:

I wish to take this opportunity to thank you and the members of the Family Education Program at Intermediate School 55. Our visit was very informative, and provided us with the personal insight into parent involvement which only persons such as yourself and those associated wi[illegible] I.S. 55 could provide.

While the data from the first two years of your project may not be as encouraging as hoped for, the study design and activities undertaken can be of immeasurable importance to administrators and legislators attempting to strengthen parent components in our nation's schools. We anticipate that the final report will highlight many of the personal comments and observations which you, Mr. Jenkins, Ms. Taylor and the parents expressed to us during our discussions.

Please keep us informed of any further developments in the project. We wish you and your associates much success.

Sincerely,

Carol Schwartz

Carol Schwartz
Vice Chairman

CS:lh